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ABSTRACT

This booklet presents a program for promoting alternative role models as a supplement to the Developing Understanding of Self and Others (DUSO) program for students in grades K-2. Shortcomings in the area of sexual stereotyping are said to undermine the DUSO program, so this handbook outlines a series of classroom techniques, exercises, and suggests materials that will help offer a more balanced view of sex roles. An overview of each DUSO teaching unit outlines the unit's deficiencies and makes recommendations for improvement. Appendices contain a collection of letters to and from the creator of the DUSO project, Dr. Don Dinkmeyer, and the American Guidance Services. Also included is a checklist for evaluating bias in textbooks and the National Council of Teachers of English Guidelines for nonsexist use of language. A supplemental coloring book depicting balanced sex roles concludes the handbook. (APM)

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Introducing PARMA

(PROMOTING ALTERNATIVE ROLE MODELS AFFIRMATIVELY)

Supplemental Handbook for DUSO

(DEVELOPING UNDERSTANDING OF SELF AND OTHERS, K-2)

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SUPPLEMENTAL HANDBOOK

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THE DUSO PROJECT

The DUSO program, written by Dr. Don Dinkmeyer and published by American Guidance Services (1970), is a kit of materials intended to Develop Understanding of Self and Others for students in grades K - 2.

Elementary counselors in Bellevue have used the DUSO program for nine years. However, some counselors had discontinued using the kit due to concerns about sex-role stereotyping. There had not been a systematic analysis for sex-role stereotyping until a workshop on Unbiased Counseling Materials and Sex-Role Stereotyping in Counseling was held in the spring of 1979.

After a cursory perusal of all the posters, it was evident that sex roles were stereotyped and that male characters predominated. Further study revealed pervasive sex-role stereotyping in nearly all areas of the kit.

Since this program has proved to be a valuable guidance resource, we felt it was imperative that these limitations be overcome. Interested counselors met and proposed that a supplemental handbook be developed for use until the entire kit could be revised. (See Appendix I for letter to the State Office for Equity Education, May 31, 1979.)

The proposal was accepted and funded by the Washington State Superintendent of Public Instruction's Office for Equity Education. A letter was also sent to the author of the program, informing him of the proposal and asking for his input. (See Appendix II for letter to Dr. Dinkmeyer, August 8, 1979, and replies from Dr. Dinkmeyer and American Guidance Services dated August 21 and August 16, 1979.)

Five elementary counselors and one teacher formed a review team which worked during the summer of 1979 to develop a supplemental handbook, revise the puppets, and create a coloring book for use with the DUSO kit. The kit was divided into sections and each person was responsible for analyzing a section and making recommendations. The team met to compile and review the information and put it in final form.

STRENGTHS AND SHORTCOMINGS OF DUSO PROGRAM

The DUSO kit has valuable goals in the affective education area. It is well-organized, with a variety of approaches to learning, and is extremely well-received by children. We have found it to be one of the best resources available.

However, the DUSO kit's portrayal of stereotyped roles for both males and females undermines the need to provide a variety of non-sexist role and career options for students. Our analysis showed three major problems with the DUSO materials:

1. There are more male characters than female characters;

2. Males are much more often in active roles; and

3. Male roles are widely varied, while female roles are more limited.

The materials were evaluated for the numbers of males and females. Table A shows that there are nearly twice as many male main characters.

TABLE A

NUMBER OF MALE/FEMALE MAIN CHARACTERS IN STORY ILLUSTRATIONS

	Male	Female
Book I	22	10
Book II	12	5
Book I & II Total	34	15

Table B shows the total number of male and female characters in active and passive roles.

TABLE B

TOTAL NUMBER OF MALE/FEMALES IN ACTIVE/PASSIVE ROLES IN THE STORIES AND POSTERS

		Male	Female
Stories (Including Introductions)	Total	280	141
	Active	200	82
	Passive	80	59
Posters	Total	51	25
	Active	27	9
	Passive	24	16

Active and passive roles are discussed further in the "Summaries and Recommendations for Each Type of Activity." The specific roles and activities of males and females are listed in Appendix V.

Table C shows the number of minorities in each of the activities.

TABLE C

NUMBER OF MINORITY PERSONS
IN EACH OF THE ACTIVITIES

Activities	Minority	Total	Percentage
Book I	16	183	8.7
Book II	28	118	23.7
Book I & II	44	301	14.6
Posters	13	76	1.7
Problem Situation	1	40	2.5
Role Playing	1	22	4.5
Puppetry	0	44	0

Although it was not a primary goal to analyze treatment of minorities in the material, our analysis revealed that minorities were not adequately or appropriately represented.

Table D summarizes the recommendations for use of each activity. Of the 220 different activities, the team found that 89 needed supplementing, 113 needed no change, and 18 were not recommended for use.

TABLE D

SUMMARY OF RECOMMENDATIONS FOR EACH ACTIVITY

Activity	O.K.	Needs Supplementing	Not Recommended
Introduction	1	6	1
Stories	6	24	3
Posters	17	13	3
Problem Solving	20	10	3
Role Playing	11	18	4
Puppetry	21	10	2
Supplementary	29	4	0
Songs	12	5	2
TOTAL (225)	117	90	18

The need for supplementing is greatest with the stories, role playing activities, and posters while the songs, supplementary activities, and puppetry activities do not need to be changed as much.

LIMITATIONS OF PROJECT

1. More uninterrupted meetings of the entire review team were needed to plan the project and to assimilate materials into a cohesive form.

2. Due to lack of agreed upon definitions, review team members interpreted terms and procedures individually. For example, the reviewers may have differed slightly in how they determined active and passive roles.

3. The checklist originally used for collecting statistics did not provide all of the data the team ultimately wanted to use. (See Appendix VI.)

4. The review team was unaware of any other revisions in the program.

5. The review team underestimated the time needed to complete the proposed project.

FUTURE POSSIBILITIES

1. Provide inservice for teachers and counselors.

2. Use supplemental handbook, puppets, and coloring book with students.

3. Evaluate the success of the use with students and make necessary revisions.

4. Review the Supplemental Readings for stereotyping, and add other supplemental materials (e.g., from Project Equality, Free to Be You and Me, etc.).

5. Put on workshops for professional groups (elementary counselors, K-2 teachers, Washington School Counselors' Association, etc.).

6. Write articles publicizing results (for Elementary Guidance and Counseling Journal, etc.).

7. Develop units and activities to correct shortcomings (e.g., add a unit on families).

8. Communicate with Dr. Dinkmeyer and American Guidance Services re: our recommendations and our willingness to cooperate in their planned revisions.

HOW TO USE THE SUPPLEMENTAL MATERIALS

1. Familiarize yourself with the original DUSO manual and materials.

2. Review the supplemental handbook and coloring book.

   a. The General Recommendations section applies to all of the materials.

   b. The Summaries and Recommendations for Each Type of Activity give specific analysis and suggestions for the various materials.

   c. The Supplemental Overviews will replace the Unit Overviews in the original manual. They contain all of the information from the original Unit Overviews, and in addition give new recommendations regarding specific activities.

      (1) Become familiar with the new code used in the Supplemental Overviews:

M = Manual	RP = Role Playing Cards
SI = Storybook I	PC = Puppetry Cards
SII = Storybook II	CB = Coloring Book

      (2) Add your own revisions in the comment column as you see helpful.

DESCRIPTION OF SUPPLEMENTAL MATERIALS

1. The supplemental handbook includes:

   a. An explanation of the DUSO project. (pp. 1-5)

   b. General recommendations for use of the DUSO program. (p. 6)

   c. Summaries and recommendations for each type of activity. (pp. 8-15)

   d. Supplemental Unit Overviews for each unit. (pp. 16-31)

2. The Coloring Book consists of 25 pages of line drawings which review the characters of the DUSO kit and some of the story ideas from each unit. Besides coloring in the drawings, some children get to finish sentences and draw in people from their own experiences on some of the pages. The main introductory song and closing song are on the last page so the children will have their own copy to share with friends and family. Included is a letter from Duso and Parma to the children regarding the coloring book.

3. Parma the Porpoise is the new co-advisor with Duso. She provides the role of a competent female who "puts people up." She models encouraging others to solve their problems and make friends.

4. Suggested Puppet Revisions. Along with Parma the Porpoise seven alternative hand puppets were developed by the review team. They include one elderly person, two adults, and four children. They are all dressed in jeans and shirts and their skin color and hair are intended to portray a variety of racial groups.

GENERAL RECOMMENDATIONS FOR USE OF THE DUSO PROGRAM

Language

1. Avoid using generic "he" to represent both sexes.

2. Avoid referring to all teachers as "she."

3. Use the word "parent" instead of "mother" when either parent could be in the role; discuss the roles that fathers and mothers may have in different families, such as mothers who work outside the home, fathers who stay at home, single parents, shared parenting, etc.

4. Increase the use of terms which are not sex-specific (e.g., "builder," "firefighter," etc.). When one sex is specified, discuss whether either sex could be in that role.

5. See the suggestions in Appendix VII regarding non-sexist language.

Roles Portrayed

1. Include roles for grandparents and other older persons.

2. Increase roles for racial balance.

3. Increase nontraditional activities (e.g., girls described as playing dolls could instead design airplanes or motors; boys could be shown in nuturing and helping roles).

4. To equalize the male-female roles, change some of the boys' roles to girls'.

5. Equalize portrayal of males and females to have a wide range of activities, roles, feelings, strengths, and weaknesses.

6. Make the females more capable of problem-solving and the males more capable of expressing feelings.

7. Make children more capable of coming up with the ideas that lead to successful solutions of problems.

Visuals and Main Characters

1. Change attire to portray a variety of clothing appropriate to the activities.

2. Introduce and use the new character Parma the Porpoise. Her name is an acronym for "Promoting Alternative Role Models Affirmatively." She is equal in value to Duso and can be a co-advisor or be interchanged with him. She is competent and confident of her abilities. She may be used in many creative ways as well as those indicated in the Supplemental Overviews. A Parma Puppet could be made to use with the kit. (See Simplicity Pattern No. 8779 for a large dolphin pattern.)

3. Have students make new illustrations to parallel changes in the stories as indicated in the Supplemental Overviews.

4. Make Lefty the Octopus a female. Change pronouns in the stories about Lefty to she/her. No adaptions are needed in the illustrations.

5. Be aware that Flopsie the Flounder is a stereotyped "helpless female." Discuss that both males and females may be indecisive at times, and either portray Flopsie as a male flounder (spelling the name Flopsey), or downplay the female aspect of the characteristic of indecisiveness.

6. Clarissa the Clam is depicted in the Coloring Book as having visual impairment and wearing glasses, and one student in the Coloring Book is on crutches. These along with Soupy Turtle and his earphones can provide opportunities to discuss physical disabilities and how they can be dealt with so that people can take part in activities with others.

Other

1. Use your own awareness, creativity, experience, and judgment to supplement.

2. Tie the total program in with other strong programs such as Project Equality, Free to Be You and Me, the movie, "Fable of He and She," etc.

SUMMARY AND RECOMMENDATIONS FOR BOOKS I AND II

There are two storybooks, each divided into four units, with 41 illustrated stories altogether. Cassette tapes or records for each story can be played while showing the illustrations, or the stories can be read aloud. The children are asked to respond to questions concerning the stories and to discuss their feelings in relation to the stories.

Duso the Dolphin and his four friends, Lefty Octopus, Soupy Turtle, Clarissa Clam, and Spike the Swordfish, known as the Underwater Problem-Solvers, provide a motif for the stories and discussion exercises. Duso clearly depicts the stereotype of authoritative, adequate male. Never at a loss to know how to help, he gives advice and counsel to all who are unable to help themselves. The three other male Problem-Solvers are generally active, self-reliant, and strong. The lone female, Clarissa (complete with false eyelashes, heavy lipstick, and rouge), is constantly being rescued or advised to speak up.

Main Characters

Of the 49 main characters, 34 are male and 15 are female. In Book I the 32 main characters include 22 males and 10 females. Their placement in the various units exhibits a pattern consistent with traditional sex stereotypes. Most of the female characters are in the units on Understanding Self (Unit I) and Understanding Feelings (II). In the unit on Understanding Others (III), 5 of the 7 main characters are male, and in the unit on Understanding Independence (IV), there are no female main characters. This distribution of the sexes perpetuates the stereotypes that independence and teamwork are important for males, while self-analysis and sharing are more important for females.

Book II has 17 main characters, 12 males and 5 females. A pattern of stereotyped distribution of sexes also appears in Book II. In all of the stories in Unit V, Understanding Goals and Purposeful Behavior, both the primary and secondary characters are male. There are female characters in the other three units, but the males predominate, particularly where positive and successful interactions with the world are concerned.

Adult Roles and Activities

In both books, males and females are depicted in traditional stereotypes. Females are generally passive, unable to resolve problems, and unsure of their own abilities. Males are generally courageous, willing to stand by their convictions, and able to find their own solutions to problems. The group interactions shown, such as all male pirates and female tea parties, continue the role models of males as aggressive and worldly, while females are quiet, socializing, and homebound.

In Book I, mothers are shown nurturing and caring for children. Few fathers are shown, and one of them makes it clear that children are not his responsibility. (See "John Teaches Himself," where the father says to the mother, "You will be so busy taking care of the children that

you won't enjoy the trip.") Book I shows one woman in a somewhat non-traditional role as a volunteer firefighter. However, she is called a fireman, only drives the firetruck, and goes out to fight fires wearing a short dress, high heels, beads, and a bracelet. The male firefighters each leave other jobs to go to the fire, while she leaves her sweeping at home.

In Book II admonishing, authoritarian males are the predominant parent figures. Female teachers nurture and care for children. The few mother roles are passive.

In Book II's section on Understanding Mastery, Competence and Resourcefulness (Unit VI), the male characters learn that they can gain skill with practice, perform heroic acts, and achieve high status positions. The two females in this unit learn that they shouldn't try to change and can find ways to be happy where they are.

Child Roles and Activities

In both books children usually are depicted as unable to solve problems without help, which is provided by Duso or another adult figure. Boys are shown as active, involved, and aggressive, while girls, are generally watching, following, or unsure of themselves. Most of the active girls appear in group playground pictures.

Illustrations and Active/Passive Roles

Book I contains 42 illustrations of girls in passive roles, while there are 27 males in passive roles. Only 1 boy, but 6 girls, are shown crying. Book II contains about the same number of males and females in passive roles, but there are three times as many males in active roles as there are females.

Girls almost always wear dresses and black strap flats with little socks. Only four stories show girls in clothes other than dresses. Teachers and mothers consistently wear jewelry, high heels, and dresses. Adult males usually wear suits and ties but occasionally wear other work clothes suitable to their occupations.

Other Stereotyping and Observations

Role models for minorities are inadequate. Eight percent of persons in illustrations for Book I appear to be minorities, due to skin color. This does not adequately reflect the reality of the U.S. population, which is approximately 18% minority. Although Book II adequately represents minorities numerically, only Black males are shown in active roles. Black females and males and females of other races are either omitted or are a nonintegral part of the stories. Other illustrations show dark skin, but it is unclear what race may be represented. In neither book are elders or handicapped persons pictured, and there are no attempts to show single parents or working mothers.

Recommendations for Storybooks I and II:

1. Change illustrations to coincide with story changes.

2. Change clothes in illustrations to portray variety of clothing appropriate to activities.

3. In the Feelings and Words to Talk About section at the end of each story, the teacher is addressed as "she" 100% of the time. This should be changed to he/she or a reference to "the teacher."

4. Equalize numbers of male and female characters as recommended in the Supplemental Overviews.

5. Include Parma in stories as recommended in the Supplemental Overviews.

6. Make Lefty Octopus female.

7. Provide a more accurate and balanced representation of racial/ethnic minorities, the aged and the handicapped.

8. Portray more variety of lifestyles.

SUMMARY AND RECOMMENDATIONS FOR POSTERS

Thirty-three colored posters are included in the kit. These posters are numbered by unit and cycle. They are intended to illustrate the main point of each story and to be displayed while each story is being read and discussed with children.

Main Characters

Of the 76 characters portrayed on the posters, 51 are males and 25 are females.

Adult Roles and Activities

Adult females are portrayed as nurturing mother (1), firefighter (1), racers (2), happy (1), and accepting (1).

Adult males are pictured as firefighters (3), pirates (8), captain (1), napping (1), race official (1), racer (1), and farmers (2). No males are shown in father roles.

Child Roles and Activities

As shown on the List of Roles and Activities, the 27 boys are pictured in mostly traditional active roles (playing, pushing, swinging), although two young male animals are shown to be empathetic and receiving. The 21 girls are involved in mostly quiet activities (tea partying, gossiping, receiving nurturance).

Illustrations and Active/Passive Roles

Males are shown in 27 active and 24 passive roles, whereas females are shown in 9 active and 16 passive roles.

Males are shown in a wide variety of attire with clear details. Females are in short dresses and Mary Jane shoes half the time; the remainder are in slacks and shoes without detail.

Other Stereotyping and Observations

No aged or handicapped persons are shown on the posters. Seventeen percent of the persons appear to portray minorities because of skin color.

Recommendations:

1. Adapt posters to parallel story changes.

2. Show males and females participating in a variety of activities (see Unit Overviews).

3. Change posters to be non-sexist (see Unit Overview IIIA).

SUMMARY AND RECOMMENDATIONS FOR PROBLEM SITUATIONS

In the problem situation for each cycle, the puppets, Duso and Flopsie, are usually used to lead discussions. Flopsie is often inept in early situations, while Duso is confident and offering help. Beginning with II-B, Flopsie leads most of the discussions without Duso. Two early stories are about Flopsie; in one she copies everything her sister does, and in the other she is afraid to try a long swim.

Main Characters

There are 22 stories with male main characters, and 18 with females.

Adult Roles and Activities

The only adult males are 4 fathers and 1 uncle. Their activities include fishing, helping child ride a bike before leaving for work, acting protective of the family, and driving child to school.

Adult females are mothers (6), teachers (5), or babysitters (1). Mothers are at home, nuturing, giving instruction, or encouraging independence.

Child Roles and Activities

Activities for boys and girls do not seem to be sex-stereotyped overall; for example, both boys and girls cry and both are shown persevering at a task.

Other

No racial minorities, aged, or handicapped are depicted in these situations.

Recommendations:

1. Either lead the discussions without Duso and Flopsie, or if the class prefers the puppets leading the discussion, use Parma to lead some discussions. Eliminate the two stories where Flopsie is the main character, or have the flounder be a male (Flopsey).

2. As recommended on specific problem situations (see overview), increase the number of female characters. (Activities for boys and girls will be adequately balanced with this increase of female characters.)

3. Increase male roles. Make some teachers and/or babysitters male and have fathers at home in nurturing or problem-solving roles.

SUMMARY AND RECOMMENDATIONS FOR ROLE-PLAYING CARDS

Each cycle in the DUSO series contains a role-playing situation. The role-playing stories read to the children usually specify the sex of characters. The situations acted out by the entire group of students frequently do not specify sex of characters.

Main Characters

The only adult females mentioned are mothers, with traditional activities: shopping and doing errands (5), supporting and teaching the child (4), waiting at home (2), driving someone somewhere (2), and ironing. The role of being a father, on the other hand, is mentioned only three times: going bowling, going to work, and getting angry. Other adult male roles include lumberjacks, ship captain, sailors, Superman, a neighbor lighting a bonfire, and two "little old men." Thus, the role-playing cards provide no model of dual parenting or of non-traditional adult roles.

Adult Roles and Activities

In the main role-playing stories, there are twelve male and nine female main characters. In the unit on Understanding Goals (V), all main characters are male, while in the unit on Understanding Mastery (VI), all main characters are female.

Child Roles and Activities

As summarized on the List of Roles and Activities, role models for boys are active, independent, and trouble-making. Most models for girls are passive, social, and nurturing.

Other Stereotyping and Observations

The only references to minority, aged, and handicapped persons are: two stories including old men (weak in one case, and grouchy in the other), one reference to a grandmother (being driven somewhere by mother), and one Indian boy (traditional stereotype, looking for his pony). Thus, the representation of aged persons and minorities is both inadequate and stereotyped. No handicapped person is mentioned.

As a whole, the situations presented for role-playing are active ones, with little use of mental problem-solving. In addition, most situations portray children as inadequate--making mistakes and failing at what they try.

Recommendations

1. Increase the use of the word "parent" instead of "mother," when either parent could be in the role, and change some roles to "father." Discuss the varied roles that fathers and mothers may have in different families, such as mothers who work outside the home, fathers who stay at home, single parents, and shared parenting.
2. Allow students to act out a character as whichever sex they choose.
3. Instead of two old men mentioned, include positive roles for grandparents and other older persons.
4. Eliminate the race-stereotyped story about the Indian boy. No reference to race is needed in these role-playing situations, since there are no illustrations and all the children act out the roles without regard to race. Look for opportunities during discussion to increase awareness and understanding of minorities and handicapped persons.
5. Given that role-playing by its nature lends itself to activities, give consideration to more emphasis on thinking as a means of problem-solving, rather than just taking action. Brainstorming could be a useful technique.
6. Give more attention to acting out situations where children are successful, to help reinforce feelings of self-confidence.

SUMMARY AND RECOMMENDATIONS FOR PUPPET ACTIVITIES

The puppet activities include adult males and females; boys and girls; and Duso and Flopsie. Their original attire is quite sex-stereotyped (females with dresses, males with ties). Facial features and hair are all similar, showing brown skin, brown eyes, and black hair. There is no reference to race in the puppetry activities. Definite male or female roles are specified in most activities.

Main Characters

In the Puppet Activities, there are 32 main female roles, 26 main male roles.

Adult Roles and Activities

Mothers are portrayed as cleaning the house, cooking, and advising or caring for the children. There is one disorganized adult female. All teachers are females, and there is one female principal; all other employed persons are males. Fathers are portrayed as problem-solvers and "good guys."

Child Roles and Activities

Boys are portrayed as leaders, troublemakers, not paying attention, problem-solvers (10 times), irresponsible, impatient, scared, and not realistic about capabilities.

Girls are portrayed as followers, frightened, self-motivated, having a problem (8 times), irresponsible, the helper not wanting to try new task, bossy, and sensitive to criticism.

Active/Passive Roles

There are 10 female active roles and 14 male active roles. The passive roles were balanced between the two sexes.

Recommendations:

1. Change the attire of the puppets to be less sex-stereotyped (e.g., jeans and shirts).

2. Change the skin color and facial features of puppets to show racial variety.

3. Enact puppetry activities more than once, exchanging the roles of males and females the second time through.

4. Use concept of "parent" rather than always "mother." Discuss varied roles of mothers and fathers today.

5. Use the new puppet character Parma Porpoise as co-leader with Duso.

SUMMARY AND RECOMMENDATIONS FOR SUPPLEMENTARY ACTIVITIES

The Supplementary Activities are activities for an entire class and do not usually refer to sex, age, minority status or handicaps.

Recommendations:

1. Do not use Supplementary Activities III-B and IV-B because they relate closely to stories that are not recommended.

2. Revise or eliminate Activity #1 of VI-B which describes sex-stereotyped activities.

3. Look for opportunities during discussions to utilize the General Recommendations.

SUPPLEMENTAL
UNIT I OVERVIEW

Abbreviations:
M = Manual RP = Role Playing
SI = Storybook I PC = Puppetry Cards
SII = Storybook II CB = Coloring Book

THEME: UNDERSTANDING AND ACCEPTING SELF

INTRODUCTORY STORY I: THE UNDERWATER PROBLEM SOLVERS, SI, p. 28
--Make new picture of Clarissa without make-up
--Use Duso and Parma as co-advisors
--Make Parma's rule "Put People Up"
--Change Lefty the Octopus to female

OPENING & CLOSING SONGS: HEY DUSO & SO LONG DUSO --See CB, p. 25

UNIT SONG I: I'M GLAD THAT I AM ME, M, p. 29 --OK.

COLORING BOOK: RULES OF DISCUSSION --See CB, p. 38

ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D	CYCLE E
STORIES		THE RED AND WHITE BLUEBIRD, SI, p. 30 --Change bird to male. --Use co-advisors Duso and Parma.	THE FAIRFIELD FIRE DEPARTMENT, SI, p. 34 --Make nonstereotyped picture of Black male. --Use "firefighter" instead of "fireman." --Make new picture for firefighter with appropriate uniforms. --Change the female outside job from housework to realtor.	DIZZY TERRY, SI, p. 38 --Make new picture of mother with appropriate home clothes (slacks, flat shoes). --Include Duso and Parma in last picture	FROWNY BROWN, SI, p. 42 --Make new picture of girl without tears. --Change text which says, "All she knew how to do was stand and cry," to the girl saying, "I am lost and I need help."	THE BOX, SI, p. 45 --Delete sentence where girl says she thought she could be a nurse. --Discuss other things the girl could have done with the box such as building an airplane or office building.
POSTERS	Have children make new posters when not okay.	I AM THE ONLY ME IN THE WORLD --OK.	ALL PEOPLE ARE DIFFERENT --Remove Jane's makeup	SYMPATHY SHOULD BE FOR REAL PROBLEMS --OK.	WHICH WILL YOU BE? --OK.	WHAT CAN YOU DO WHEN YOU'RE LEFT OUT? --Have students draw the girl making an airplane or building with the box.
PROBLEM SITUATIONS		SUSIE GROWS UP, M, p. 30 --Not recommended. --Stereotyped female "dress-up"; also point of situation seems unclear.	MAKING DECORATIONS, M, p. 34 --OK. --Avoid Flopsie being too unsure.	ACT LIKE YOURSELF, M, p. 38 --Not recommended. --Flopsie inept, and characters stereotyped. --Could be used by changing Flopsie to Soupy Turtle and having him copy his friends.	TONY'S FUNNY PICTURE, M, p. 42 --OK. --Delete the statement, "He is a good boy."	BETTY CAN'T GO, M, p. 45 --Must be supplemented. Manual suggests helping girls understand that there are some things boys and not girls are allowed to do (in the story, fishing). If this situation is used, discuss that while such limitations on girls were once common, this need not be true.

ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D	CYCLE E
ROLE PLAYING ACTIVITIES		THE TREE HOUSE, M, p. 31 & RP Cards --Make another of the friends a girl (of the 4 friends, the only female is the one who gives up).	THE BOY WHO WAS PERFECT, M, p. 35 & RP Cards --Give more emphasis to the idea that the boy could learn to do the things he failed at, with instruction and practice. --Use this story with RP, I-C to balance sexes of characters learning to accept their own imperfections.	BOAT TRIP, M, p. 39 & RP Cards --OK. --Watch for sex-stereotyped responses to discuss when children are asked, "What would you like to be or do, but you can't right now?" Emphasize that they can overcome most present obstacles to do what they want in the future.	GETTING READY TO GO AWAY, M, p. 43 & RP Cards --Not recommended. --If used, change the activities; for example, have mother go to a meeting or job (rather than shopping), father to PTA or shopping (rather than job), sister to soccer (not party), brother to library (not baseball).	ABOUT ME, M, p. 46 & RP Cards --OK.
PUPPET ACTIVITIES		GINNY AND JERRY, M, p. 32 & PC --Make Jerry a girl (girl tries unsuccessfully to emulate boy; very sexist).	WHAT IS THE DIFFERENCE, M, p. 36 & PC --Not recommended. --Leave it out, or use it as lesson on sexism.	NOBODY'S PERFECT, M, p. 39 & PC --OK.	PEOPLE MAKE MISTAKES, M, p. 43 & PC --OK. --Use a father in story to show both Mom and Dad get children ready for school.	NEW BABY, M, p. 36 & PC --OK. --Use with father taking care of baby.
SUPPLEMENTARY ACTIVITIES		1. ME BUTTON, M, p. 32 2. PICTURE BOOK, M, p. 32 3. MAKE LIST, M, p. 32 4. WHO IS IT? GAME, M, p. 33 5. IDENTIFICATION GAME, M, p. 33 6. BULLETIN BOARD, M, p. 33 7. I'M GLAD I'M ME GAME, M, p. 33 --OK. --Avoid using "he" to represent both sexes.	1. POLICEMAN AND LOST CHILD GAME, M, p. 36 2. ART ACTIVITY, M, p. 36 3. MAGIC MIRROR, M, p. 36 --Avoid generic "himself." --Change policeman to "police officer."	1. ART ACTIVITY, M, p. 39 2. YOU CAN DO IT TOO GAME, M, p. 40 --OK.	1. FLIP FACE FROWNY BROWN, M, p. 44 2. EXPERIENCING THE GOAL, M, p. 44 --OK. --Avoid generic "he."	1. LET EVERYONE PLAY, M, p. 47 2. INCLUDE ONE MORE, M, p. 47 3. FEELING WORD DICTIONARY, M, p. 47 --OK.
SONGS	HEY DUSO & SO LONG DUSO --See CB, p. 25			OH ME, OH MY, M, p. 40 --OK.		
COLORING BOOK	New supplemental material.	I AM THE ONLY ME IN THE WORLD, CB, p. 9	ALL PEOPLE ARE DIFFERENT, CB, p. 10			

SUPPLEMENTAL
UNIT II OVERVIEW

Abbreviations:
M = Manual RP = Role Playing
SI = Storybook I PC = Puppetry Cards
SII = Storybook II CB = Coloring Book

THEME: UNDERSTANDING FEELINGS

INTRODUCTORY STORY II: DUSO TALKS ABOUT FRIENDS, SI, p. 50 --Change picture of Clarissa, eliminate make-up
--Change Lefty the Octopus to female
--Use Parma to help rescue Clarissa after male animals give up

UNIT SONG II: THE SHARE SONG, M, p. 51 --Main verse, OK; Verse 2,"Two Kids"; Verse 3, OK;
Verse 4, "Beth and Bobby"; Verse 5, "Jan and Bill"; Verse 6, OK.

ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
STORIES		GORDO AND MOLLY, SI, p. 52 --Change young girl's dress to typical play clothes. --Change teacher to male.	YOU DON'T LOVE ME ANYMORE, SI, p. 55 --Change mother to father and/or change mother and daughter's clothes to casual at-home clothes.	PEEPER, SI, p. 58 --Have 2 more chicks be female.	THE OUTSIDER, SI, p. 61 --Change inappropriate dress of girls to regular play clothes. Have girls ride bikes instead of playing dolls.
POSTERS	Have children make new posters.	SHARING CAN BE FUN --Put play clothes on girl.	TELL HOW YOU FEEL --Change parent to father. --Change clothes to casual clothes.	THINK HOW OTHERS FEEL --Add 2 female chicks.	IT HURTS TO BE LEFT OUT --Put play clothes on girls; have bike next to girl with doll in basket.
PROBLEM SITUATIONS	--Add girls; there are none in this unit.	TOM AND THE NEW BALL, M, p. 52 --Change Tom or friend to a girl.	NO TRIP TO THE ZOO, M, p. 55 --OK.	FLOPSIE IS AFRAID, M, p. 58 --Not recommended. Problem situation D covers similar topic better.	NEW BOY AT SCHOOL, M, p. 61 --Make this a new girl.
ROLE-PLAYING ACTIVITIES		LET'S ALL SHARE, M, p. 53 & RP Cards --OK. --Avoid "he" for all children.	SHOWING OUR FEELINGS, M, p. 56 & RP Cards --Not recommended. --This is a race-stereotyped story about an Indian boy searching for his pony. It should not be used unless greatly modified.	OTHERS HAVE FEELINGS, M, p. 59 & RP Cards --Use examples other than a father getting angry. --Also, the question "What should you do when you feel angry?" would be better phrased, "What do you do when you feel angry?" "How does that work out?" "What else could you do, and how would that work out?"	SHY ROBIN, M, p. 62 & RP Cards --OK. --Avoid "he" for all robins.

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ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
PUPPET ACTIVITIES		GORDO AND MOLLY, M, p. 53 & PC (Prerequisite Story II, A, Gordo and Molly) --Change mediator role to female second time through.	WHAT'S THE GOOD NEWS, M, p. 56 & PC --OK.	FATHER'S GIFT, M, p. 59 & PC --OK.	WHAT SHOULD I DO?, M, p. 62 & PC --OK. --Suggest second friend be girl. Change role second time through.
SUPPLEMENTARY ACTIVITIES		1. ROPE JUMPING GAME, M, p. 53 2. SINGING GAME, M, p. 54 3. MAKE A LIST, M, p. 54 4. MAGIC MIRROR, M, p. 54 --OK.	1. HOW DO YOU FEEL? GAME, M, p. 56 2. WHAT I LIKE, M, p. 57 --OK.	1. DRAMATIZE STORY, M, p. 59 (Prerequisite Story II-C, Peeper) 2. MAKE CHICKEN HATS, M, p. 59 3. HOW DOES IT FEEL? GAME, M, p. 60 --OK.	1. MY FRIEND AND ME GAME, M, p. 62 2. TWO WERE PLAYING GAME, M, p. 65 --OK.
SONGS	HEY DUSO & SO LONG DUSO --See CB, p. 25	THE GRAND OLD DUKE OF YORK, M, p. 54 --OK.			MY FRIEND AND ME, M, p. 54
COLORING BOOK		SHARING CAN BE FUN, CB, p. 11		THINK HOW OTHERS FEEL, CB, p. 12	

SUPPLEMENTAL
UNIT III OVERVIEW

Abbreviations:
M = Manual RP = Role Playing
SI = Storybook I PC = Puppetry Cards
SII = Storybook II CB = Coloring Book

THEME: UNDERSTANDING OTHERS

INTRODUCTORY STORY III: CAPTAIN BLOOPER'S PIRATES, SI, p. 68 --Specify half the pirates are women and discuss this

UNIT SONG III: BALLAD OF CAPTAIN BLOOPER, M, p. 68 --Main Verse, OK; Verse 1, OK; Verse 2, OK; Verse 3, "Each One" in place of "Each Man"; Verse 4, OK.

ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
STORIES	Only use the pirate stories if half of the pirates are designated as female.	CAPTAIN BLOOPER'S CAKE, SI, p. 70 --Discuss that half the pirates are women. --Possible names: Happy Harriet Clambering Clara Mighty Myrna Barnacle Barbara	A SPOONFUL OF SUGAR, SI, p. 73 --Not recommended. --Mother and daughter are totally stereotyped --Using sugar may be unhealthy.	CAPTAIN BLOOPER'S HELPER, SI, p. 76 --Remind class that half the pirates are women. --Include such characters as Happy Harriet, anchor person; Barnacle Barbara, boat scrubber; Clambering Clara, climbing ladders; Mighty Myrna, crew person. --Perhaps make the captain a female.	THE SNOW HOUSE, SI, p. 79 --Include this discussion question: Since Billy didn't share in the planning and making of the snowhouse, what are some other ways to resolve this problem so everyone feels okay?"
POSTERS		EACH ONE MUST DO HIS PART --Change title to: "Each of Us Can Help." --Designate some pirates as female.	BEING NICE MAKES FRIENDS --Not recommended.	ENCOURAGEMENT GETS THINGS DONE --OK. --Make some pirates female as recommended above for story.	DO YOUR PART --OK.
PROBLEM SITUATIONS		THE CLASS GETS READY, M p. 70 --OK.	JOAN AND BECCA, M, p. 73 --OK.	JERRY CRIES, M, p. 76 --OK.	THE CIRCUS, M, p. 79 --Have a girl as one of the two main characters.
ROLE PLAYING ACTIVITIES		LITTLE RED HEN, M, p. 71 & RP Cards --OK. --Avoid inclusive use of "he."	A SPOONFUL OF SUGAR, M, p. 74 & RP Cards (Prerequisite: Story III-B, A Spoonful of Sugar) --Not recommended. --See comments above on stories. --Do not use RP stories III-B & C in original form showing a girl learning to use sweetness to get her way while a man uses encouragement to get sailors to work well.	ORDERS, M, p. 77 & RP Cards (Prerequisite: Story III-C, Captain Blooper's Helper) --Make some sailors, captain etc., female. --See comments above on stories. --Do not use RP stories III-B & C in original form showing girl learning to use sweetness to get her way playing dolls, while a man uses encouragement to get sailors to work well.	TIMBER, M, p. 80 & RP Cards --Make one lumberjack female or have them just be a man and woman cutting a tree. A small child giving the last help should be used rather than the weak old man (age stereotype).

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ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
PUPPET ACTIVITIES		SPECIAL!, M, p. 71 & PC --Change inclusive "he" in introduction to include both sexes. --Change enactment to show both boys and girls have problems with group behavior.	HAPPY TALK, M, p. 74 & PC --Use with Cycle C. --Have Parma give the advice. --Leave out 4th paragraph of enactment.	DO THIS! DO THAT!, M, p. 77 & PC --OK.	THE SNOW HOUSE, M, p. 80 & PC (Prerequisite: Story III-D, the Snow House) --Change mother role or have mother and father making lunch. --Leave out the discussion question about how mother feels (irrelevant).
SUPPLEMENTARY ACTIVITIES		1. PAINT A MURAL, M, p. 71 (Prerequisite: Story III-A, Captain Blooper's Cake) 2. EXPERIENCING GROUP WORK, M, p. 71 3. DRAW A PICTURE, M, p. 72 --OK.	1. ROLE PLAYING, M, p. 74 (Prerequisite: Story III-B, A Spoonful of Sugar) 2. THE NICE WAY TO SAY IT GAME, M, p. 75 --OK. --Use with Cycle C. #1--Don't mention The Spoonful of Sugar Story.	1. MAKE PIRATE HATS, M, p. 77 2. DRAMATIZE STORY, M, p. 78 (Prerequisite: Story III-C, Captain Blooper's Helper) 3. TWO CHILDREN SAID GAME, M, p. 78 --OK.	1. TELEVISION OR MOVIE PRODUCTION OF STORY, M, p. 80 2. ROOM CLEANING ACTIVITY, M, p. 81 3. DRAW A PICTURE, M, p. 81 --OK.
COLORING BOOK		EACH OF US CAN HELP, CB, p. 13			DO YOUR PART, CB, p. 14

SUPPLEMENTAL
UNIT IV OVERVIEW

Abbreviations:
M = Manual RP = Role Playing
SI = Storybook I PC = Puppetry Cards
SII = Storybook II CB = Coloring Book

THEME: UNDERSTANDING INDEPENDENCE

INTRODUCTORY STORY IV: PRINCE LAZY BONES, SII, p. 84 --Use Parma as Duso's co-advisor

UNIT SONG IV: DO THIS, DO THAT, M, p. 85

ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
STORIES		GOOD GUY AND OLD LAZY, SII, p. 86 --OK.	BLEPO'S BASKET, SII, p. 89 --OK. --Teacher should be aware this story may be interpreted as stereotypical farm kid--never combing hair, etc., or may be seen as racially stereotyped. Discuss children who live alone without either parent.	JOHN TEACHES HIMSELF, SII, p. 92 --Have father helping children to dress. --Change text, first page; father should say, it takes too much time for "us" (meaning both parents) to dress children, rather than saying only mother dresses children.	IT'S A FREE COUNTRY, SII, p. 95 --Have father help or make clear this is a single parent family, with mother returning from work. --Have male teacher.
POSTERS		DO YOUR BEST--DO ONLY WHAT YOU HAVE TO DO --OK.	DO IT NOW --OK.	DO IT YOURSELF --OK. --Have children make additional poster with female in similar situation.	THINK WHAT MIGHT HAPPEN --OK. --Have children make additional poster with female in similar situation.
PROBLEM SITUATIONS		BOBBY AND THE CARTOONS, M, p. 86 --OK.	MARY'S BIKE, M, p. 89 --OK.	TOMMY STAYS HOME, M, p. 92 --OK.	TERRY IS LATE, M, p. 95 --Change Terry to a girl, to balance sexes in unit and have a female seeking independence.
ROLE PLAYING ACTIVITIES		BIG TROUBLE, M, p. 87 & RP Cards --Use a Ms. (not Mr.) Trouble, or make the character sexless; have a father instead of mother. --Beware of making the trouble much more fun than good behavior.	BUT I NEED IT!, M, p. 90 & RP Cards --Change the statement that the mother wouldn't buy a boat because she needed the money for food to "the family needed the money for food," or change the mother to father.	THE SITTER, M. p. 93 & RP Cards --OK. --Might have a male baby-sitter, or not specify the sex.	MOTHER WON'T CARE, M, p. 96 & RP Cards --This is an opportunity to point out that mothers (and fathers) have various activities while children are at school (not just waiting for a child to return).

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ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
PUPPET ACTIVITIES		THE BOX OF GOODIES, M, p. 87 & PC --Change second question to use "mothers and fathers." --Next line use "parents." --Leave out the last discussion question.	LITTLE RED RIDING HOOD, M, p. 90 & PC --OK.	MARY'S PROBLEM, M, p. 93 & PC --Not recommended. --If used, change traditional female roles to avoid stereotyped mother, inept girl.	PETER RABBIT, M, p. 96 & PC --OK.
SUPPLEMENTARY ACTIVITIES		1. MAKE UP A STORY, M, p. 87 (Prerequisite: Story IV-A, Good Guy and Old Lazy) 2. DRAW A PICTURE, M, p. 87 3. QUESTION AND ANSWER GAME, M, p. 88 --OK.	1. DRAMATIZE STORY, M, p. 90 (Prerequisite: Story IV-B, Blepo's Basket) 2. MAKE BUSY BEAVER HATS, M, p. 91 --OK.	1. LIST THINGS PARENTS DO FOR US, M, p. 93 2. DRAW A PICTURE, M, p. 94 --OK.	1. DRAW A PICTURE, M. p. 96 2. TELL THE CLASS, M, p. 97 —OK.
COLORING BOOK	New supplemental materials.			DO IT YOURSELF, CB, p. 15	THINK WHAT MIGHT HAPPEN, CB, p. 16

SUPPLEMENTAL
UNIT V OVERVIEW

Abbreviations:
M = Manual RP = Role Playing
SI = Storybook I PC = Puppetry Cards
SII = Storybook II CB = Coloring Book

THEME: UNDERSTANDING GOALS AND PURPOSEFUL BEHAVIOR

INTRODUCTORY STORY V: LEFTY'S HAMBURGER STAND, SII, p. 100 --Change Lefty the Octopus to female

UNIT SONG V: THINGS I WONDER ABOUT, M, p. 100 --OK.

ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
STORIES		THE SWING, SII, p. 102 --Change Eddie to a girl (Heidi) as the helper.	THE BEST WAY TO LEARN, SII, p. 109 --On p. 111, include discussion of the girl's activity, not just the boy's (she is shown in the illustration, but not discussed).	THE LOAFERS, SII, p. 108 --OK. --Make new illustrations of parent showing warmth and caring, not threatening finger-pointing.	THE TRAFFIC LIGHT SONG, SII, p. 111 --Not recommended. --"Bad boy," "good girl" concept. Extreme consequence of boys's behavior too severe for kindergarten -- first grade children.
POSTERS		IT TAKES COURAGE TO TRY --Have children make new poster with Black child being female.	I WONDER WHY --Have children make new poster with a ladder to look at owl in tree.	PLAN AHEAD --OK.	THERE IS A REASON TO LEARN --Not recommended. --Story not used.
PROBLEM SITUATIONS		TINA AND THE CLASS PLAY, M, p. 102 --Change idea of putting on play for mothers to parents. --Could make main character a boy.	CAN I SKATE?, M, p. 105 --OK.	NO PRESENT FROM FLOPSIE, M, p. 108 --Use Parma instead of Duso. --Have Flopsie look sad, not cry.	JOEY LEARNS TO COUNT, M, p. 111 --OK.
ROLE PLAYING ACTIVITIES	There are no girls in this unit; be sure to include some.	IT ISN'T AS HARD AS YOU THINK IT IS, M, p. 103 & RP Cards --OK. --Avoid "he" for children on junglegym. --Since child on swing is boy, make it a girl on junglegym.	WHAT ELSE?, M, p. 106 & RP Cards --Don't use "he" for all the Superhelpers. --Have sister be on swing.	READY OR NOT?, M, p. 109 & RP Cards --OK.	NOT TODAY, M, p. 112 & RP Cards --Make at least one of the characters a girl, since this unit had no girls.

ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
PUPPET ACTIVITIES		THE GIRL WHO KNEW WHAT TO DO, M, p. 103 & PC --OK.	CHICKEN LITTLE, M, p. 106 & PC --OK.	MRS. PAYNE'S PARTY, M, p. 109 & PC --Make some sales persons female. --Make main character male second time through.	TRAFFIC SONG, M, p. 112 & PC --OK.
SUPPLEMENTAL ACTIVITIES		1. MOUNTAIN CLIMBING, M, p. 103 2. TELL THE CLASS, M, p. 104 --OK.	1. WHAT'S IN THE BAG?, M, p. 106 2. DESCRIBE IT, M, p. 107 3. ARE YOU INTERESTED IN IT?, M, p. 107 --OK.	1. TWO NEW SONG, M, p. 109 2. PLAN WITH THE CLASS, M, p. 110 --OK.	1. APPLYING THE RULES, M, p. 112 2. MAKE UP SHORT STORIES, M, p. 112 --OK.
COLORING BOOK		HAVE A PLAN, CB, p. 17	IT TAKES COURAGE TO TRY, CB, p. 18		

SUPPLEMENTAL
UNIT VI OVERVIEW

Abbreviations:
M = Manual
SI = Storybook I
SII = Storybook II
RP = Role Playing
PC = Puppetry Cards
CB = Coloring Book

THEME: UNDERSTANDING MASTERY, COMPETENCE, AND RESOURCEFULNESS

INTRODUCTORY STORY VI: DUSO AND SQUEAKER, SII, p. 116 --OK.

UNIT SONG VI: HAVE A GO AT IT!, M, p. 116 --OK.

ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
STORIES		THADDAEUS PLATYPUS, SII, p. 118 --Make Platypus a female. --Use sexist roles as basis for discussion: 1) Do women (girls) always stand (and cry)? 2) Do men (boys) always show courage?	THE BIG RACE, SII, p. 121 --New illustrations so that badge in illustration matches story.	THE SWIMMING KANGAROO, SII, p. 124 --OK.	PEEKABOO EMU, SII, p. 127 --Have Parma Porpoise instead of Duso.
POSTERS		HAVE A GO AT IT --OK.	TRY ANOTHER WAY --OK.	BE YOURSELF --Have children make new poster with Parma Porpoise included.	I'M GLAD THAT I AM ME --OK.
PROBLEM SITUATIONS		ROBBY WON'T TRY, M, p. 118 --OK.	ROBBY AT THE JUNGLE GYM, M, p. 121 --OK.	ROBBY SOMERSAULTS BEST, M p. 124 --OK.	ROBBY REACHES THE TOP, M, p. 127 --OK.
ROLE PLAYING ACTIVITIES		WHAT SHALL I DO?, M, p. 119 & RP Cards --Have the father go to the store in one of the episodes. --Have at least one child female.	BUTTONS! BUTTONS!, M, p. 122 & RP Cards --Avoid generic "he." (Use "parent" instead of only "mother" in directions, but not in the story itself; this term needs to be used more.)	BIRDS IN THE NEST, M, p. 125 & RP Cards --OK. --Avoid generic "he."	THE CAREFUL WORKER, M, p. 128 & RP Cards --OK. --Let children know that both workers and boss could be male or female. (Their sex is not specified in story.)

ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
PUPPET ACTIVITIES		JANIE, M, p. 119 & PC --OK. --Could include father in Duso's interview with mother.	JOHN WON'T TRY, M, p. 122 & PC --OK.	CAT IN A TREE, M, p. 125 & PC --Change last introduction question to "someone" rather than father.	I'M OKAY, M, p. 128 & PC --OK.
SUPPLEMENTARY ACTIVITIES		1. MAKE A PAPER SHOE, M, p. 119 2. TELL THE CLASS, M, p. 120 --OK.	1. WHAT HAPPENED NEXT?, M, p. 122 2. CHALLENGE GAME, M, p. 123 3. SINGING, M, p. 123 --#1, Change doll to bicycle. --#2, Change "he."	1. LET ME BE IN YOUR CIRCUS GAME, M, p. 125 2. TELL THE CLASS, M, p. 126 --OK.	1. SING ABOUT THE CLASS, M, p. 128 2. DRAW A PICTURE, M, p. 130 --#1, See song recommendation below.
SONGS	HEY DUSO & SO LONG DUSO --See CB, p. 25				MARY WORE A RED DRESS, M, p. 129 --Change "red dress" to "blue jeans."
COLORING BOOK			TRY ANOTHER WAY, CB, p. 19	BE YOURSELF, CB, p. 20	

SUPPLEMENTAL
UNIT VII OVERVIEW

Abbreviations:
M = Manual
SI = Storybook I
SII = Storybook II
RP = Role Playing
PC = Puppetry Card
CB = Coloring Book

THEME: UNDERSTANDING EMOTIONAL MATURITY

INTRODUCTORY STORY VII: DUSO AND THE WORRYWART, SII, p. 134 --Change picture of Clarissa to gray clam.
--Change Clarissa's worry to read, "Clarissa Clam was worried because she felt so shy."

UNIT SONG VII: WORRY SONG, M, p. 134 —OK.

ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
STORIES		THE NEW HOUSE, SII, p. 136 --Not recommended. --Stereotyped illustrations, passive mother, father shown negating child's feelings, child shown as totally inadequate in problem-solving. No adult empathy, understanding.	THE WATERMELON CONTEST, SII, p. 138 --Make one of the farmers a female.	THE JOGGER, SII, p. 141 --OK. --Illustrations appear to over-emphasize Black features.	THE BIKE, SII, p. 144 --Change sentence, "If he told his father, he would be fussed at. . ." to read, "His father might be upset if he told him. . ." --Change illustrations to warm, friendly father in appropriate attire.
POSTERS		GIVE IT A TRY --Not recommended. --Story not used.	BE PATIENT --Have children make new poster with one farmer being female.	A WAY TO FEEL BETTER --Have children make new poster with less extreme Black features.	BE RESPONSIBLE --OK.
PROBLEM SITUATIONS		A NEW TEACHER, M, p. 136 --OK.	HURRY UP, JOHNNY, M, p. 138 --OK.	THE STORM, M, p. 141 --Have main character be a boy.	TINA ISN'T AFRAID, M, p. 144 --Have doctor be a woman.
ROLE PLAYING ACTIVITIES		BEING AFRAID, M, p. 137 & RP Cards --OK. —See comments. --Have the parent be a father in either Cycle A or D instead of using traditional mother roles in both. --Discuss other options for the lost child such as seeking help from the clerk.	THE SPIDER, M, p. 139 & RP Cards --OK. --Don't refer to all spiders as "he."	THE CROSS NEIGHBOR, M, p. 142 & RP Cards --Avoid description of neighbor as "little old man"; simply call him a neighbor.	LOST!, M, p. 145 & RP Cards --OK. --See comments. --Have the child be a boy.

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ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
PUPPET ACTIVITIES		THE DOCTOR, M, p. 137 & PC --Have mediator be a girl second time through.	GROWING, M, p. 139 & PC --OK.	SCHOOL TIME, M, p. 142 & PC --OK.	SLEEPING OUTSIDE, M, p. 145 & PC --OK. --Allow boys and girls to have both roles.
SUPPLEMENTARY ACTIVITIES		1. DRAW A PICTURE, M, p. 137 2. FIND A PICTURE, M, p. 137 3. MAGIC MIRROR, M, p. 137 --OK.	1. MAKE A LIST, M, p. 139 2. TELL THE CLASS, M, p. 139 3. MAGIC MIRROR, M, p. 139 --OK.	1. MAKE A WORRY BIRD, M, p. 142 2. ENACT WORRYING, M, p. 143 --OK.	1. WHAT WOULD HAPPEN?, M, p. 145 2. FIND A PICTURE, M, p. 145 --OK.
COLORING BOOK			BE PATIENT, CB, p. 21		BE RESPONSIBLE, CB, p. 22

SUPPLEMENTAL
UNIT VIII OVERVIEW

Abbreviations:
M = Manual RP = Role Playing
SI = Storybook I PC = Puppetry Cards
SII = Storybook II CB = Coloring Book

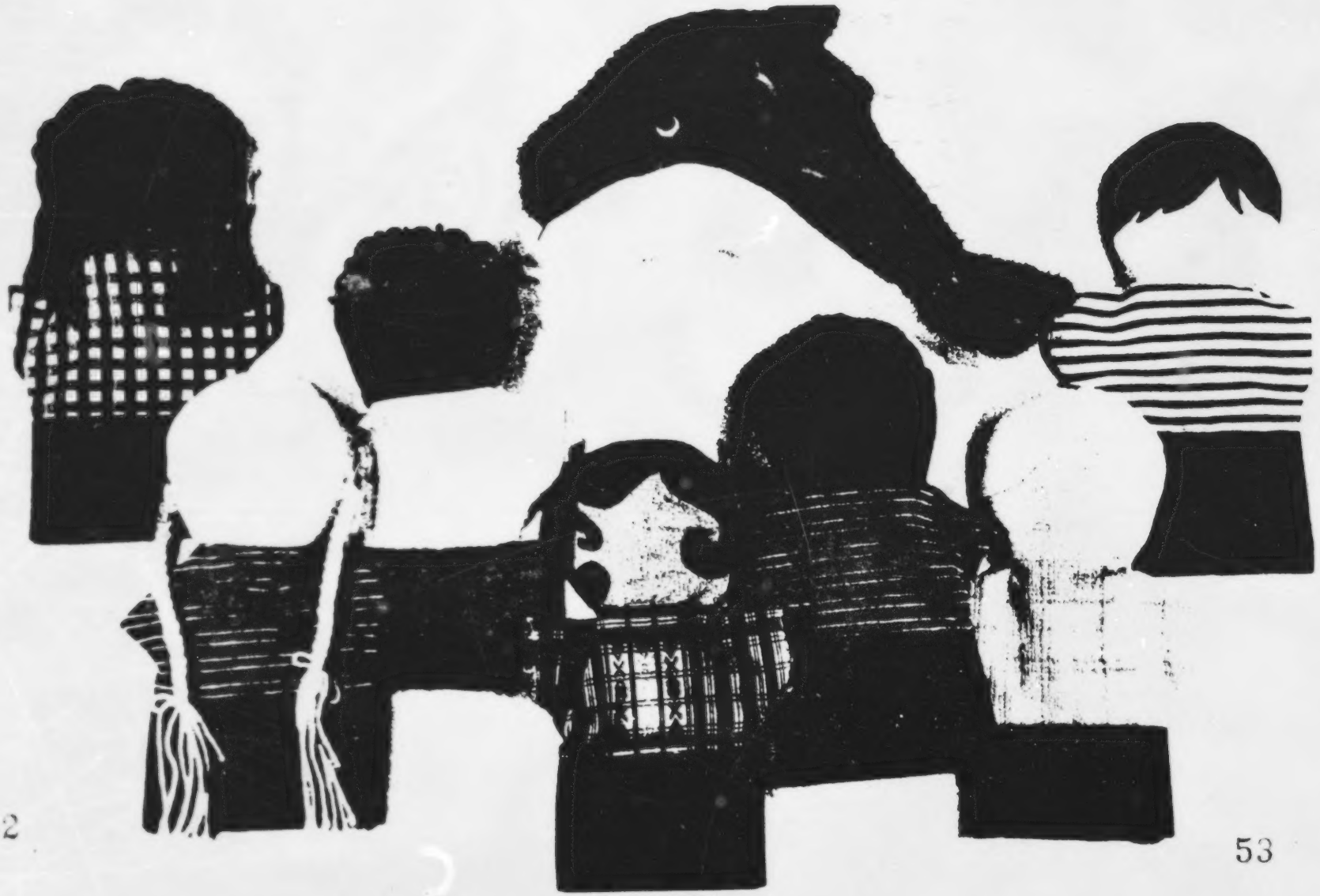
THEME: UNDERSTANDING CHOICES AND CONSEQUENCES

INTRODUCTORY STORY VIII: DUSO AND FLOPSIE FLOUNDER, SII, p. 150 --Not recommended.
--Male figure giving advice and counsel to indecisive, incompetent female.
--Extreme sexism.

UNIT SONG VIII: FLOPSIE FLOUNDER, M, p. 150 --Not recommended.
--Male figure giving advice and counsel to indecisive, incompetent female.
--Extreme sexism.

ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
STORIES		THE SWINGER, SLINGER TRAIN, SII, p. 152 --Change illustrations to more realistic girls' clothing. --In discussion, present a similar problem with girl involved using same type of courage.	THE BOX FROM RAINBOW LAKE, SII, p. 155 --OK.	JUST A LITTLE PEEK, SII, p. 157 --Change older child to a girl who solves problem. --Change girl's clothing to play clothes.	FIRST IN LINE, SII, p. 159 --Have girls dress in a variety of clothing. --Have teacher be a male --Have one student be on crutches.
POSTERS		THE GROUP IS NOT ALWAYS RIGHT --OK.	BE HONEST --OK.	PLAY FAIR --OK.	EACH OF US IS IMPORTANT --OK.
PROBLEM SITUATIONS		MARY CAN'T GO BAREFOOT, M, p. 152 --Change Duso's comment to, "She showed her mother she had made a wise choice."	WHAT HAPPENED, M, p. 155 --OK.	JOEY REMEMBERS, M, p. 157 --OK.	MARY'S NEW FRIEND, M, p. 159 --OK.
ROLE PLAYING ACTIVITIES		BONFIRE, M, p. 153 & RP Cards --Change story from burning newspapers in yard to having fire in an appropriate place (e.g., campground or barbeque). --There should be at least some girls in the group of friends.	THE TABLECLOTH, M, p. 156 & RP Cards --Not recommended. --It has sex-stereotyping; it moralizes, and the punishment of the child is not related to the misbehavior.	DO I HAVE TO?, M, p. 158 & RP Cards --OK.	THE HALF-BUILT HOUSE, M, p. 160 & RP Cards --Change mother who told kids to stay away from unfinished building to parents. --Discuss that builders (whose sex is not specified) could be male or female.

ACTIVITIES	COMMENTS	CYCLE A	CYCLE B	CYCLE C	CYCLE D
PUPPET ACTIVITIES		YOU CAN'T PLAY UNLESS, M, p. 153 & PC --Change girl activity to riding bikes and boys to flying kites.	IT'S MINE, M, p. 156 & PC --OK.	LET'S PICK ON . . ., M, p. 158 & PC --OK.	I AM BETTER, M, p. 160 & PC --OK.
SUPPLEMENTARY ACTIVITIES		1. DISCUSS WHAT TO DO, M, p. 153 2. PLAY WITH PUPPETS, M, p. 154 3. TELL THE CLASS, M, p. 154 --OK.	1. TAKE ME TO MY HOME GAME, M, p. 156 2. DISCUSS WITH CLASS, M, p. 156 --OK. --#1, Change generic "he."	1. DRAW A PICTURE, M, p. 158 2. FIND A PICTURE, M, p. 158 --OK.	1. DRAWING, M, p. 160 2. EVERYONE IS NECESSARY, M, p. 161 --OK.
COLORING BOOK		THE GROUP IS NOT ALWAYS RIGHT, CB, p. 23			EACH OF US IS IMPORTANT, CB, p. 24



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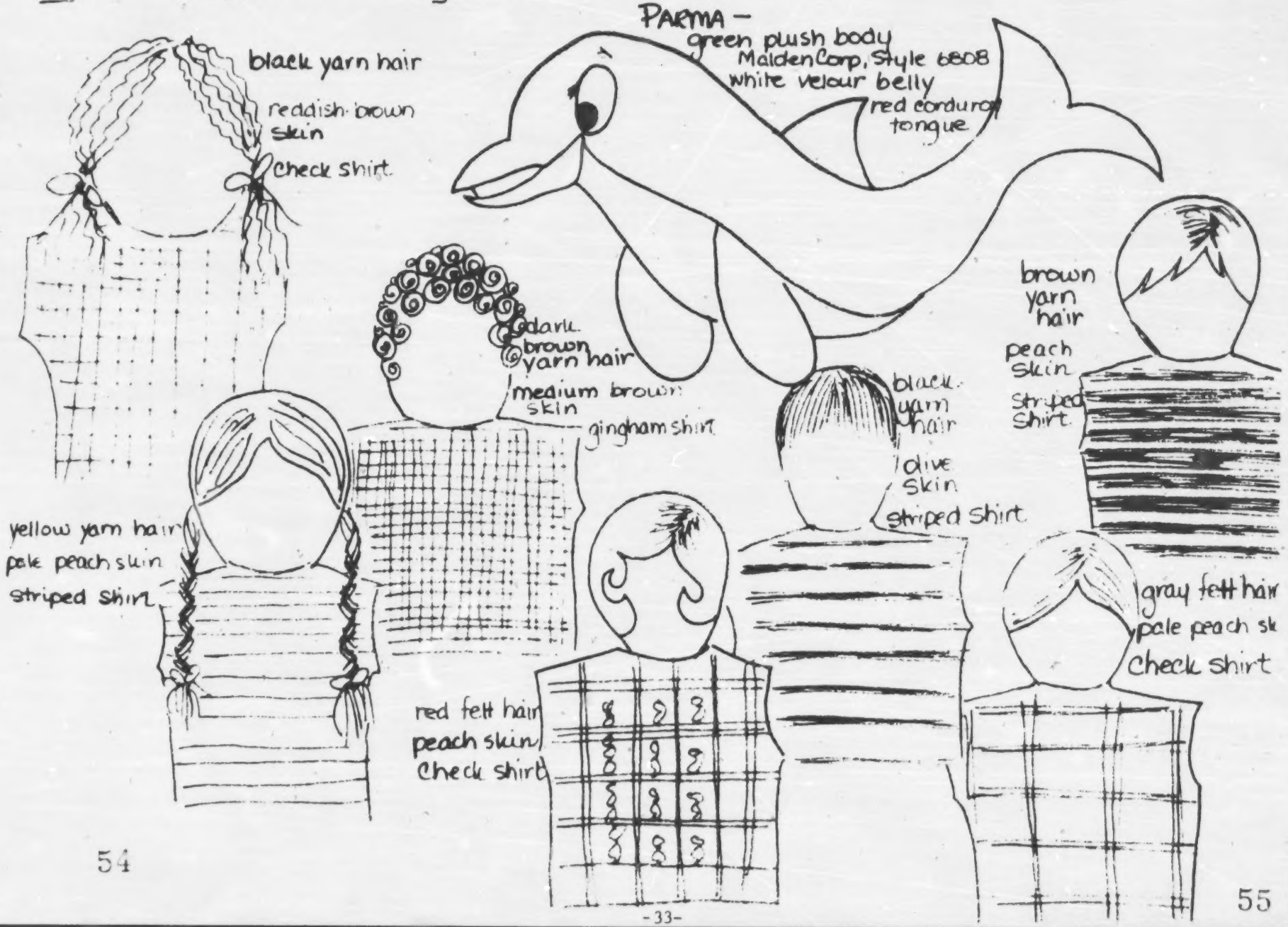
DUSO- Supplementary Puppets



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BELLEVUE PUBLIC SCHOOLS DISTRICT NO. 405

310 - 102nd Avenue N.E. / Bellevue, Washington 98004 / 455-6000

DENNIS CARMICHAEL, Superintendent

May 31, 1979

Gene Liddell
Office for Equity Education
Superintendent of Public Instruction's Office
Old Capitol Building
Olympia, WA 98504

Dear Gene:

Based on our discussion following the recent workshop, "Unbiased Counseling Materials and Sex Stereotyping in Counseling," several elementary counselors from the Bellevue School District have developed the following grant proposal.

We would like to develop a supplemental handbook for counselors and teachers which will accompany the Developing Understanding of Self and Others (DUSO) kits now used extensively at the elementary level. One kit has been purchased for each of our elementary schools from American Guidance Services--copyright date, 1970.

Based on our counselors' observations while using these materials and our increased awareness of sex stereotyping in counseling materials, we have determined that the DUSO kit portrays stereotypical roles for males and females and presents traditional models almost exclusively. The following are some examples:

1. In 22 large posters accompanying the kit, there are 10 girls in passive roles (2 are crying) and 4 girls in active roles (1 drinking, 1 skipping). There are 4 boys in passive roles (none crying) and 27 boys in active roles (running, swinging, fighting, playing tug-of-war, being pirates).

2. Generic pronouns are used throughout the materials. All teachers are referred to as "she," and all children are referred to as "he."

3. The stories portray children and adults in traditional roles, with rare exceptions. Even where an attempt is made to show a nontraditional option, stereotyping prevails. For example, in "The Fairfield Fire Department," a story about three men and one woman volunteer fire fighters, the word fireman is used, and the clothing in the pictures shows the men in regular work clothes while the woman is wearing a short skirt, sleeveless blouse, spike heels, long beads, and a dangle bracelet. In their off duty hours the men work in a drug store, a car wash, and on a farm, while the woman sweeps her house.

4. Two main puppet characters appear throughout the materials, and most lessons involve some sort of dialogue betweem them. DUSO Dolphin, a male, is confident and active. He is the advice-giver and problem-solver. Flopsy Flounder is passive and helpless. She is the question-asker and problem-haver.

5. Some of the instructions to counselors assume traditional stereotypes to be the norm and make acceptance of these stereotypes the objective of the lesson. For example, when Betty is not allowed to go fishing with her father, uncle and brother, the instructions encourage counselors to help children understand that there are certain social customs they must adhere to.

The materials within the kit vary in the amount of stereotyping they contain, but there is definitely a need to use these materials in a way that overcomes or counteracts the effects of the stereotyping.

The supplemental teacher's handbook would provide an overview of all of the materials in the DUSO kit and would suggest alternative approaches, strategies, and language usages to go along with these materials. The handbooks would be available in each building in the Bellevue School District where kits are used.

In order to accomplish the project, we are asking for $2,500.00 ($2,400.00 for staff time and $100.00 for materials and printing). Clerical assistance and facilities would be provided by the Bellevue School District.

The project would be completed by August 31, 1979.

If you have any questions or need more information, please call me at 455-6011 (SCAN 8-369-6011).

Sincerely,

Val Carlson

Val Carlson
Affirmative Action, Title IX
and Legal Affairs

VC:ls

cc: Dennis Carmichael, Superintendent
Les McKim, Grants Manager
Jack Thompson, Director of Guidance

BELLEVUE PUBLIC SCHOOLS DISTRICT NO. 405

310 · 102nd Avenue N.E. / Bellevue, Washington 98004 / 455-6000

DENNIS CARMICHAEL, Superintendent

August 8, 1979,

Don Dinkmeyer, Ph.D.
American Guidance Services, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Dear Dr. Dinkmeyer:

Elementary counselors and classroom teachers in the Bellevue School District have made extensive use of the DUSO kit over the last nine years. We feel that it continues to be an excellent guidance resource, but we have become aware that the materials perpetuate sexual stereotypes.

The enclosed copy of a letter to the office of the Washington State Superintendent of Public Instruction outlines our concerns. The SPI has granted our request for funding of a project to develop a supplemental teachers' handbook to aid in using these materials in a way that counteracts the effects of the stereotyping.

Because we recognize the amount of time which would be necessary for revision and republication of the entire kit, we have chosen this interim method to allow continued usage of the DUSO kit. We are hopeful that you are considering a more permanent solution to the stereotyping problems, and that revised materials can be made available nationwide.

The supplemental handbook is scheduled for completion August 31. We would be happy to send you a copy for your overview and comments. We are interested in hearing from you regarding any other current work on this aspect of the DUSO materials.

Sincerely,

Carolyn Reid

Carolyn Reid
Elementary School Counselors

Enclosure

cc: Gene Canque Liddell, Washington State Superintendent of Public Instruction's Office

Jack Thompson, Director of Guidance, Bellevue School District

Val Carlson, Affirmative Action, Title IX and Legal Affairs, Bellevue School District

Aug. 21, 1979

Dear Carolyn,

I have just received a copy of your letter addressed to me at American Guidance Service.

As you know, we are currently deciding on the nature of the DUSC I Revision. We will hold meetings in Minneapolis Sept. 4-5 in this regard. I welcome your critique and look forward to seeing your suggestions. Since the meeting is imminent, I am wondering if we could get a copy of the DUSO supplemental Handbook sent immediately on August 31 to me in care of American Guidance Service, Circle Pines, MN 55014.

I appreciate your interest and involvement. While many of the things in DUSO may be stereotypes now, they were not in the conception of most authors in 1968 when this was prepared. A number of minor changes regarding sexism were made in later printings; but this will be the first major comprehensive look at the total program. Thus, it is especially important that we hear from you by Sept. 4.

I am at a summer address: Arcadia, Mich. 49613. My fall address will be: 4010 N.W. 99 Av., Coral Springs, Fl 33065 (305-752-0793).

Cordially,

Don Dinkmeyer

AMERICAN
GUIDANCE
SERVICE INC

John P. Yackel, President A. P. Bergee, Chairman of the Board

Publishers' Building
Circle Pines, Minnesota 55014
Telephone: (612) 786-4343

16 August 1979

Carolyn Reid
Elementary School Counselor
Bellevue Public Schools
310 102nd Avenue Northeast
Bellevue, WA 98004

Dear Ms Reid

Thank you for offering to send us a copy of the DUSO supplemental handbook when it becomes available August 31. We look forward to it, and we congratulate you for your energy and creativity. We would be glad to pay the cost of forwarding two or three copies.

AGS is aware of the issues enumerated in your proposal to Mr Liddell, and is currently considering a revision of DUSO-1. When proposed new activities are ready for review, we would like to invite your participation as field testers and consultants.

Thanks, again.

Yours sincerely

Alexandra Robbin/ab

Alexandra Robbin
Director of Program Development

AR/ab

LIST OF ROLES AND ACTIVITIES -- BOOK I

ADULT

Father

(3)

Other Males

Firefighter
Drugstore helper
Farmer
Car Washer
Pirates (many)
 --pulling ropes
 --working together
 --Causing catastrophe
 --washing deck
 --talking together
 --solving problems
Pirate captain (repeated)
 --ordering
 --solving problems
Ship cook
 --making cake
Doctor
Pharmacist
King
Servants (2)
 --fishing

Mother

Holding child
Comforting
Giving adice (4)
Giving medicine
Giving food (3)
Assigning jobs
Dressing children
Praising children

Other Females

Firefighter
Homemaker
Teacher
Nurse

ANIMALS

Male

Duso
 -advising
 -story telling
Lefty
 -problem-solver
Soupy
 -problem-solver
Spike
 -problem-solver
Unfriendly fish (2)
Rescuers (3)

Imaginary

Good advisor
Bad advisor

Female

Problem-solver
Shy
Sad Bird
Helpless

Unknown

Pilot fish (3)

CHILDREN

Male

Falling out of tree
Sitting on mother's lap
Crying (2)
Students comforting crying girl
Being grouchy
Doing handstands
Playing army
Playing with blocks
Playing sailor
Playing football
Prince
Being lazy
Arguing - fighting (2)
Cleaning
Swinging
Arbitrating a fight
Pushing girl in swing
Snowball fighting (2)
Watching children work
Eating
Putting toys away
Going to the store
Brothers (5)
Picking vegetables
Riding trike
Learning to dress himself
Talking
Saluting flag (2)
Watching TV
Being left out
Being punished

Female

Comforting
Crying (4)
Being lost
Standing in playground
Watching boy do handstands
Being sad
Sitting in a box crying
Being left out (2)
Playing school (3)
Playing house
Fighting
Being pushed in swing by boy
Laying on bed crying
Sitting on bed
Listening to mother
Walking to school
Playing hospital
Playing dolls
Being sick
Playing tea party
Snowball fight (2)
Eating
Building snow house
Saluting flag (3)

ANIMALS

Chicken
Chickens (5), picking on others
Shy Chick
Chick understanding

LIST OF ROLES AND ACTIVITIES -- BOOK II

ADULT

Father

Telling children what to do
Going to circus
Visiting neighbor
Moving family
Counseling daughter
Jogging
Helping son understand
Calling police for help
Counselor
Giving advice

Mother

Watching
Going shopping

Other Males

Farming
Doctor
Driving ambulance
Being patient
Being impatient

Other Females

Teaching (3)
Giving advice
Carrying mail
Aunt/Babysitting

ANIMALS

Male

Saving animals
Story Telling (2)
Advising (2)
Making hamburgers
Trying
Rescuing
Race starter
Laughing
Being a show-off
Making loud noises
Asking for help
Being surprised
Being an official starter
Being encouraging
Being helpful
Being worried

Female

Running fast
Winning race
Watching
Daydreaming
Being a swimmer
Being shy
Being worried
Being afraid
Crying
Being happy
Being unsure
Learning to make decisions

Mother

Helpless
Racer

CHILDREN

Male

Making swing (3)
Helping to learn
Watching
Being afraid
Trying new thing
Taking care of bike
Learning
Demonstrating
Leading game
Watching children play
Playing game
Messing room
Giving brother advice
Playing circus
Playing trucks
Playing horn
Showing picture
Gathering material
Reading
Leading
Disobeying traffic light
Being unfriendly
Being forgetful
Being sad
Thinking
Teasing
Being hurt
Being a cheater
Being in a hurry
Feeling mad
Pushing in line

Female

Learning
Pushing in line
Talking out problem
Showing picture
Listening
Obeying traffic light
Playing game
Playing dress-up
Stealing
Being discovered
Being thirsty
Wanting to be first

ANIMALS - CHILDREN

Male

Being discouraged
Being helpless
Being confident

Female

Being helpless

LIST OF ROLES AND ACTIVITIES -- POSTERS

ADULT

Father	Mother
None	Nurturing

Other Males	Other Females
Firefighter (3)	Firefighter
Pirates tugging rope (4)	Racer (2)
Pirates cleaning (4)	Happy
Captain	Accepting
Napping	
Race Official	
Racer	
Farmer (2)	

CHILDREN

Male	Female
Pondering (3)	Happy
Happy	Unhappy
Unhappy	Swinging
Playing blocks	Receiving nurturance
Pushing swing	Crying
Building igloo	Gossiping (2)
Tying shoe	Tea partying (5)
Swinging	Building igloo (2)
Waving	Watching butterfly
Watching (2)	Jumping
Playing in room (3)	Playing (2)
Learning	Stealing
Cheering	Waiting in line
Playing rough (4)	Drinking water
Listening	
Waiting in line (2)	
Talking	
Waking up	

ANIMALS

Male	Female	Male	Female
Race official	Accepting	Empathetic	
Racer	Happy	Receiving	
Observers			
Advisor			

LIST OF ROLES AND ACTIVITIES -- PROBLEM SITUATIONS

ADULT

Father	Mother
Fishing	Encouraging child
Helping child ride bike, then leaving for work	Letting child go to store
Family protector	Babysitting
Driving child to school	Being home (6)

Other Males	Other Females
None	Teachers (2)
	Principal

CHILDREN

Male	Female
Fingerpainting	Dressing up
Watching TV	Drawing
Making own bed	Crying when left out
Going to store alone	Jumping rope
Playing	Making mean comments
Crying when parents leaving	Crying when mean comments directed to her
Working hard	Learning to ride bike (with help)
Acting grownup	Crying, afraid
Being anxious	Learning through practice
Feeling discouraged	Wasting time
Refusing to try, finally doing	Afraid and crying
Telling truth	Acting grownup
Crying	
Following rules	

ANIMALS

Male	Female
None	Flopsie (2)
	Copying what sister does
	Fearing swimming far

LIST OF ROLES AND ACTIVITIES -- ROLE-PLAYING

ADULT

Father

Bowling
Going to work
Getting angry

Mother

Shopping and doing errands (5)
Supporting and teaching child
Waiting at home
Driving someone somewhere (2)
Ironing

Other Males

Lumberjacks
Ship captain
Sailors
Superman
Neighbor lighting a bonfire
Old man adding last bit of strength to move log, scolding child

Other Females

None

CHILDREN

Male

Trying vacuuming, bowling, biking
Playing baseball
Being left out
Breaking tricycle
Leading into trouble
Learning to go to school alone
Swinging (2)
Doing whatever he wants
Searching for pony (Indian boy)

Female

Painting boat
Going to party
Befriending robin
Playing dolls
Babysitting (2)
Making toy boat
Playing with beach ball
Playing in mud

LIST OF ROLES AND ACTIVITIES -- PUPPETRY

ADULT

Father	Mother
Problem-solver	Cleaning
Nurturing	Caring for children (5)
	Cooking (2)
	Telling about own problems

Other Males	Other Females
Storekeeper	Teacher (4)
Doctor	Being disorganized
	Principal

CHILDREN

Male	Female
Climbing tree	Following (2)
Swinging bat	Jumping rope
Newspaper carrier	Playing dolls
Afraid of making mistake	Being upset from not getting own way
Crying	Being afraid
Upset from not getting own way (2)	Having problem (2)
Problem-solver (3)	Not respecting rights of others
Not doing his share	Irresponsible (2)
Wanting to be first	Being dependent
Not willing to try	Not wanting to try new things
Crying	Wanting to be first
Showing stress and anxiety (2)	Having trouble learning
Being impatient	Trying to help others
Playing (2)	Being sensitive to criticism
Competing (2)	Playing (1)

AFFIRMATIVE ACTION CHECKLIST FOR EVALUATING BIAS IN TEXTBOOKS

TITLE OF MATERIAL: _____

REVIEWER: _____

SEX BIAS: The following criteria are intended to eliminate from instructional materials proposed for purchase any traditional and biased attitudes which may have created sexual stereotypes and contributed to unequal opportunities.

IN COMPLIANCE**	CONDITIONAL*	UNACCEPTABLE	
1:1 ___	3:2 ___	2:1 ___	1. Males and females are shown equally in illustrations.
Active 1:1 ___	3:2 ___	2:1 ___	2. Males and females are pictured equally in active and passive roles.
Passive 1:1 ___	1:2 ___	1:3 ___	
1:1 ___	2:1 ___	3:1 ___	3. Males and females are dressed appropriately for their activities.
1:1 ___	3:2 ___	5:2 ___	4. Males and females are pictured in traditional and nontraditional roles and occupations.

What jobs are men doing? _____

_____

What jobs are women doing? _____

_____

2:1 ___	3:1 ___	4:1 ___	5. Females are given credit for discoveries and contributions to social, artistic and scientific fields.
1:1 ___	1:2 ___	1:3 ___	6. In family situations household tasks are shared between male and female.
1:1 ___	2:3 ___	1:3 ___	7. Both males and females show a variety of emotions.

8. The vocabulary of sex bias is avoided:

Predominately nonsexist vocabulary used ____

Predominately sex exclusive language used ____

RACIAL BIAS: The following criteria are intended to eliminate from instructional materials proposed for purchase any traditional and biased attitudes which have created stereotypes of persons of color and contributed in the past to unequal opportunities for non-white groups.

IN COMPLIANCE	CONDITIONAL*	UNACCEPTABLE	
___	___	___	1. Oversimplified generalizations about racial groups are avoided in illustration and text. (Passive onlookers, fearful of ordinary situations, etc.)
___	___	___	2. Persons of color are included on an equitable basis to avoid tokenism. (18% must be persons of color.)
___	___	___	3. Persons of color are shown in variety of lifestyles, (urban, suburban, rural, ghetto, etc.)
___	___	___	4. Persons of color are shown in active, decision making and power roles.
___	___	___	5. Standards of success for persons of color are the same as for white. (Balance of characteristics such as capable/dependent, happy/sad, brave/fearful.)
___	___	___	6. The vocabulary of racism is avoided.
___	___	___	7. Persons of color are given credit for discovering and contributions to social, artistic and scientific fields. (Omission in any field constitutes unacceptable.)

Estimate percentage of stories or problems where main character is:

MALE	FEMALE	MINORITY MALE	MINORITY FEMALE	AGED	HANDICAPPED

GUIDELINES FOR NONSEXIST USE OF LANGUAGE

Excerpted from "for the members," National Council of Teachers of English publication, March 1976.

Introduction

"Sexism" may be defined as words or actions that arbitrarily assign roles or characteristics to people on the basis of sex. Originally used to refer to practices that discriminated against women, the term now includes any usage that unfairly delimits the aspirations or attributes of either sex. Neither men nor women can reach their full potential when men are conditioned to be only aggressive, analytical, and active and women are conditioned to be only submissive, emotional,and passive. The man who cannot cry and the woman who cannot command are equally victims of their socialization.

Language plays a central role in socialization, for it helps teach children the roles that are expected of them. Through language, children conceptualize their ideas and feelings about themselves and their world. Thought and action are reflected in words, and words in turn condition how a person thinks and acts. Eliminating sexist language will not eliminate sexist conduct, but as the language is liberated from sexist usages and assumptions, women and men will begin to share more equal, active, caring roles.

These guidelines are not comprehensive. . . Detailed and vigorous arguments continue over many of these language patterns. These debates have not been resolved; rather, an attempt has been made to identify usages that concerned men and women find objectionable and to propose alternatives.

General Problems

Omission of Women

1. Although man in its original sense carried the dual meaning of adult human and adult male, its meaning has come to be so closely identified with adult male that the generic use of man and other words with masculine markers should be avoided whenever possible.

Examples	Alternatives
mankind	humanity, human beings, people
man's achievements	human achievements
the best man for the job	the best person for the job, the best man or woman for the job
man-made	synthetic, manufactured, crafted, machine-made
the common man	the average person, ordinary people

2. The use of man in occupational terms when persons holding the jobs could be either female or male should be avoided. English is such a rich language that alternatives to the much maligned ___-person (as in congressperson) can almost always be found (representative).

Examples	Alternatives
chairman	coordinator (of a committee or department), moderator (of a meeting), presiding officer, head, chair
businessman, fireman, mailman	business executive or manager, fire fighter, mail carrier

In the interest of parallel treatment, job titles for women and men should be the same.

Examples	Alternatives
steward and stewardess	flight attendant
policeman and policewoman	police officer

3. Because English has no generic singular--or commonsex--pronoun, we have used he, his and him in such expressions as "the student" . . . he." When we constantly personify "the judge," "the critic," "the executive," "the author," etc., as male by using the pronoun he, we are subtly conditioning ourselves against the idea of a female judge, critic, executive, or author. There are several alternative approaches for ending the exclusion of women that results from the pervasive use of the masculine pronouns.

a. Recast into the plural.

Example	Alternative
Give each student his paper as soon as he is finished.	Give students their papers as soon as they are finished.

b. Reword to eliminate unnecessary gender problems.

Example	Alternative
The average student is worried about his grades.	The average student is worried about grades.

c. Replace the masculine pronoun with one, you, or (sparingly) he or she, as appropriate.

Example	Alternative
If the student was satisfied with his performance on the pretest, he took the posttest.	A student who was satisfied with her or his performance on the pretest took the posttest.

d. Alternate male and female examples and expressions.

Example	Alternative
Let each student participate. Has he had a chance to talk? Could he feel left out?	Let each student participate. Has she had a chance to talk? Could he feel left out?

4. Using the masculine pronouns to refer to an indefinite pronoun (everybody, everyone, anybody, anyone) also has the effect of excluding women. In all but strictly formal usage, plural pronouns have become acceptable substitutes for the masculine singular.

Example	Alternative
Anyone who wants to go to the game should bring his money tomorrow.	Anyone who wants to go to the game should bring their money tomorrow.

5. Certain phrases inadvertently exclude women by assuming that all readers are men.

Example	Alternative
NCTE convention-goers and their wives are invited . . .	NCTE convention-goers and their spouses are invited . . .

Demeaning Women

1. Men and women should be treated in a parallel manner, whether the description involves jobs, appearance, marital status, or titles.

Examples	Alternatives
lady lawyer	lawyer
Running for Student Council president are Bill Smith, a straight-A sophomore, and Kathie Ryan, a pert junior.	Running for Student Council president are Bill Smith, a straight-A sophomore, and newspaper editor Kathie Ryan, a junior.
Senator Percy and Mrs. Chisholm	Charles Percy and Shirley Chisholm or Mr. Percy and Mrs. Chisholm or Senator Percy and Representative Chisholm

2. Terms or adjectives which patronize or trivialize women or girls should be avoided, as should sexist suffixes and adjectives dependent on stereotyped masculine or feminine markers.

Examples	Alternatives
gal Friday	assistant
I'll have my girl do it	I'll have my secretary do it
career girl	professional woman, name the woman's profession, e.g., attorney Ellen Smith
ladies	women (unless used with gentlemen)
libber	feminist
coed	student
authoress, poetess	author, poet
man-sized job	big or enormous job
old wives' tale	superstitious belief, story, or idea

Sex-Role Stereotyping

1. Women should be shown as participating equally with men; they should not be omitted or treated as subordinate to men. Thus generic terms such as doctor or nurse should be assumed to include both men and women; "male nurse" and "woman doctor" should be avoided.

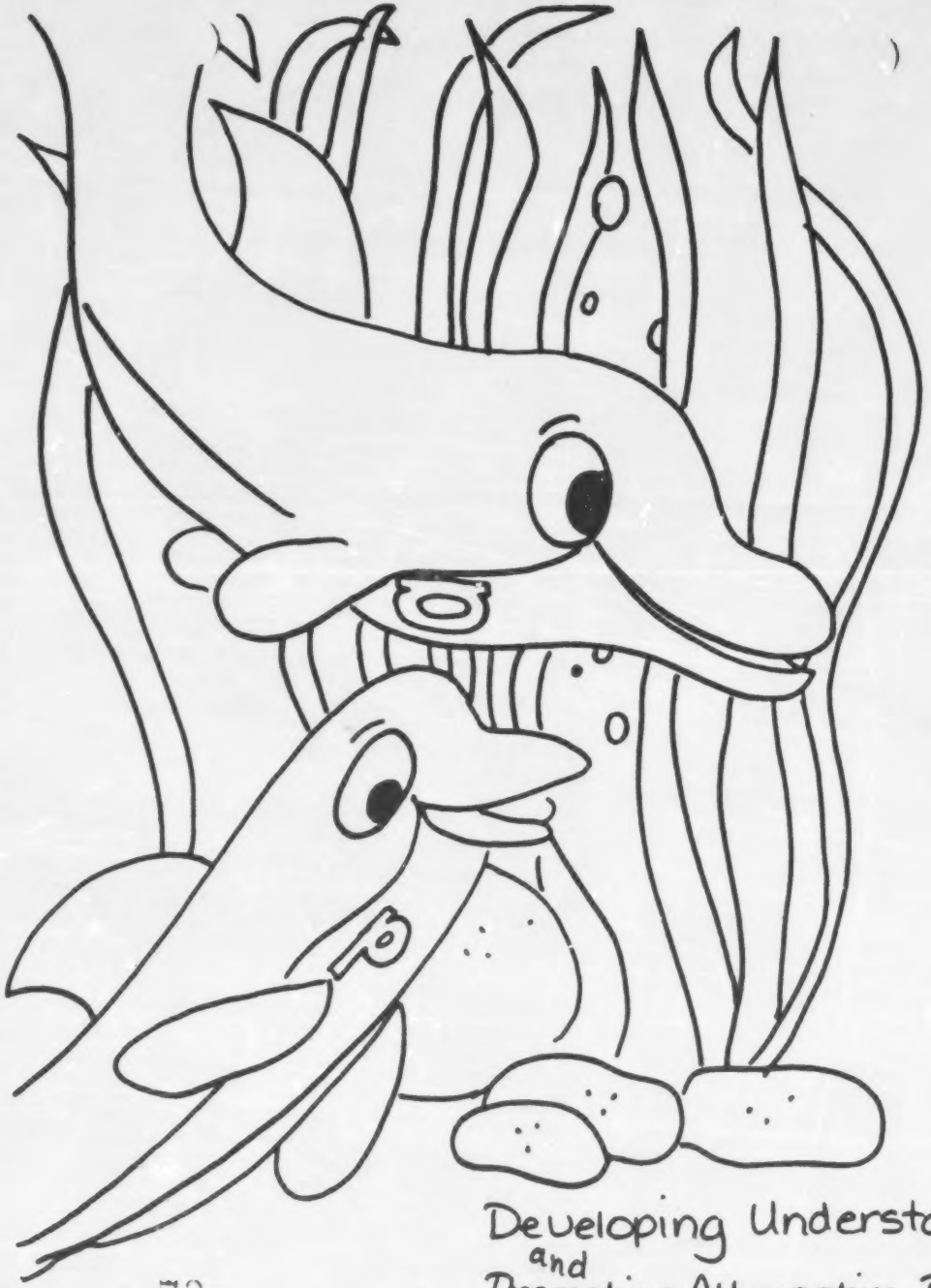
Examples	Alternatives
Writers become so involved in their work that they neglect their wives and children.	Writers become so involved in their work that they neglect their families.
Sally's husband lets her teach part-time.	Sally teaches part-time.

2. Jobs, roles, or personal characteristics should not be stereotyped by sex.

Examples	Alternatives
the elementary teacher . . . she	elementary teachers . . . they
the principal . . . he	principals . . . they
Have your Mother send cookies for the field trip.	Have your parents send cookies for the field trip.

2. (Cont'd.)

Examples	Alternatives
Write a paragraph about what you expect to do when you are old enough to have Mr. or Mrs. before your name.	Write a paragraph about what you expect to do when you grow up.
(spelling exercise) While lunch was delayed, the ladies chattered about last night's meeting.	While lunch was delayed, the women talked about last night's meeting.



LOUSO and PARMA Coloring Book

Developing Understanding of Self and Others and Promoting Alternative Role Models Affirmatively

Hellooooo.... boys and girls!

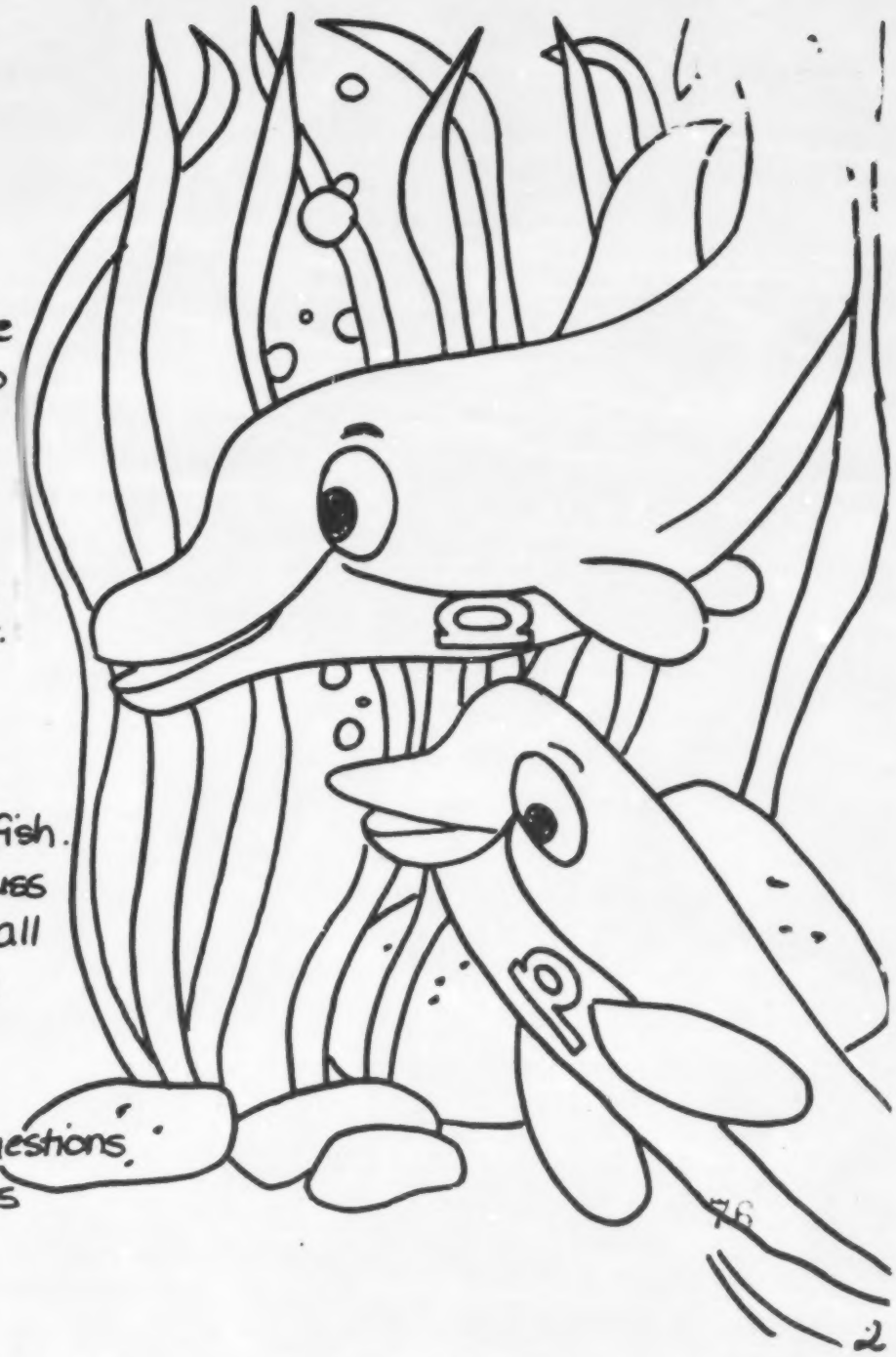
We are Duso the Dolphin and Parma the Porpoise. We were just swimming by and decided to come in and see you. Sometimes we pop out of the water and visit with boys and girls. We enjoy talking to children about the things they do. Sometimes we can help them to think of good ways to get what they want.

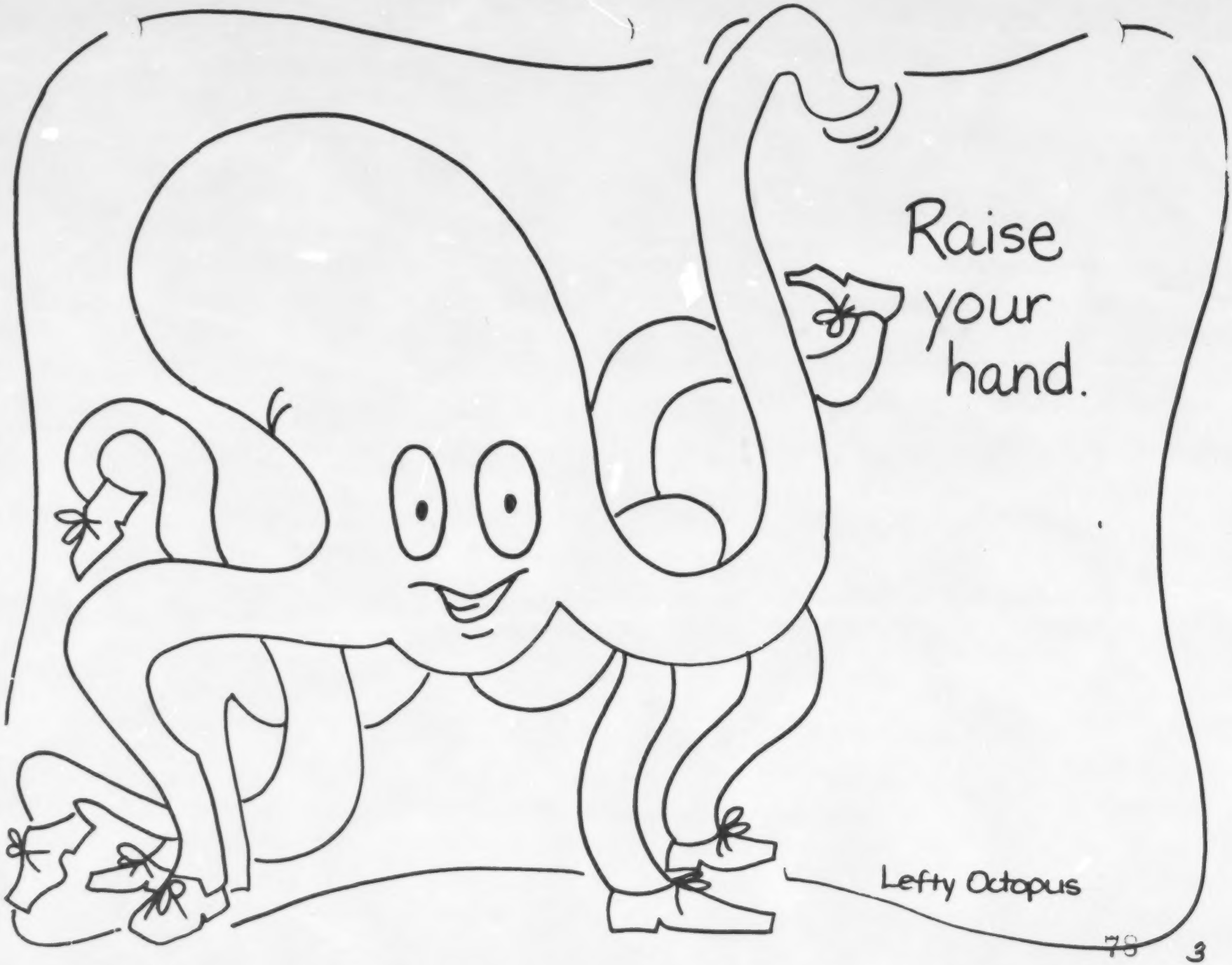
In this coloring book you will meet our underwater friends. You'll meet Soupy Turtle, Lefty Octopus, Clarissa Clam and Spike the Swordfish. We like to get together and discuss things. We have found that if we all think together about a problem, we can solve it better and faster.

Color the pictures as you like. Sometimes you'll get to answer questions and add your ideas to the pictures.

Have fun!

Duso and PARMA




Raise your hand.
Lefty Octopus

Don't Clam Up

Clarissa Clam

Stick to the point.
Spike the Swordfish

Listen carefully

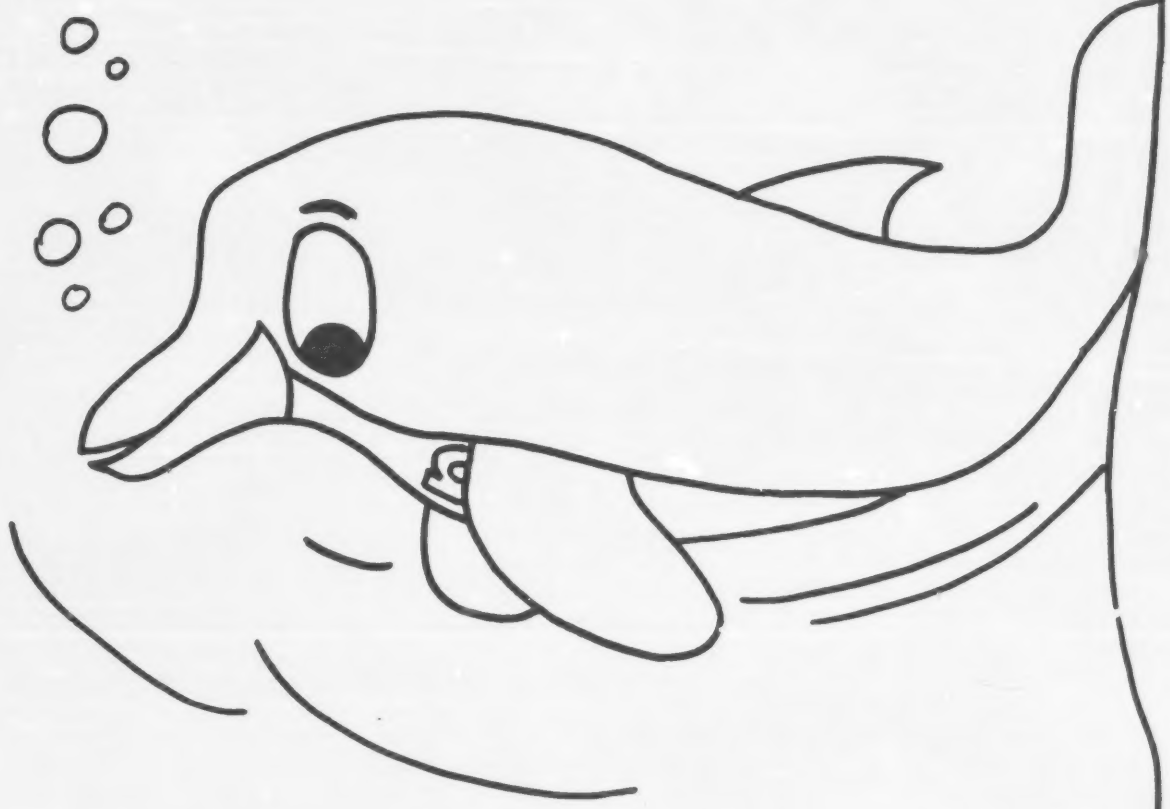
83

84

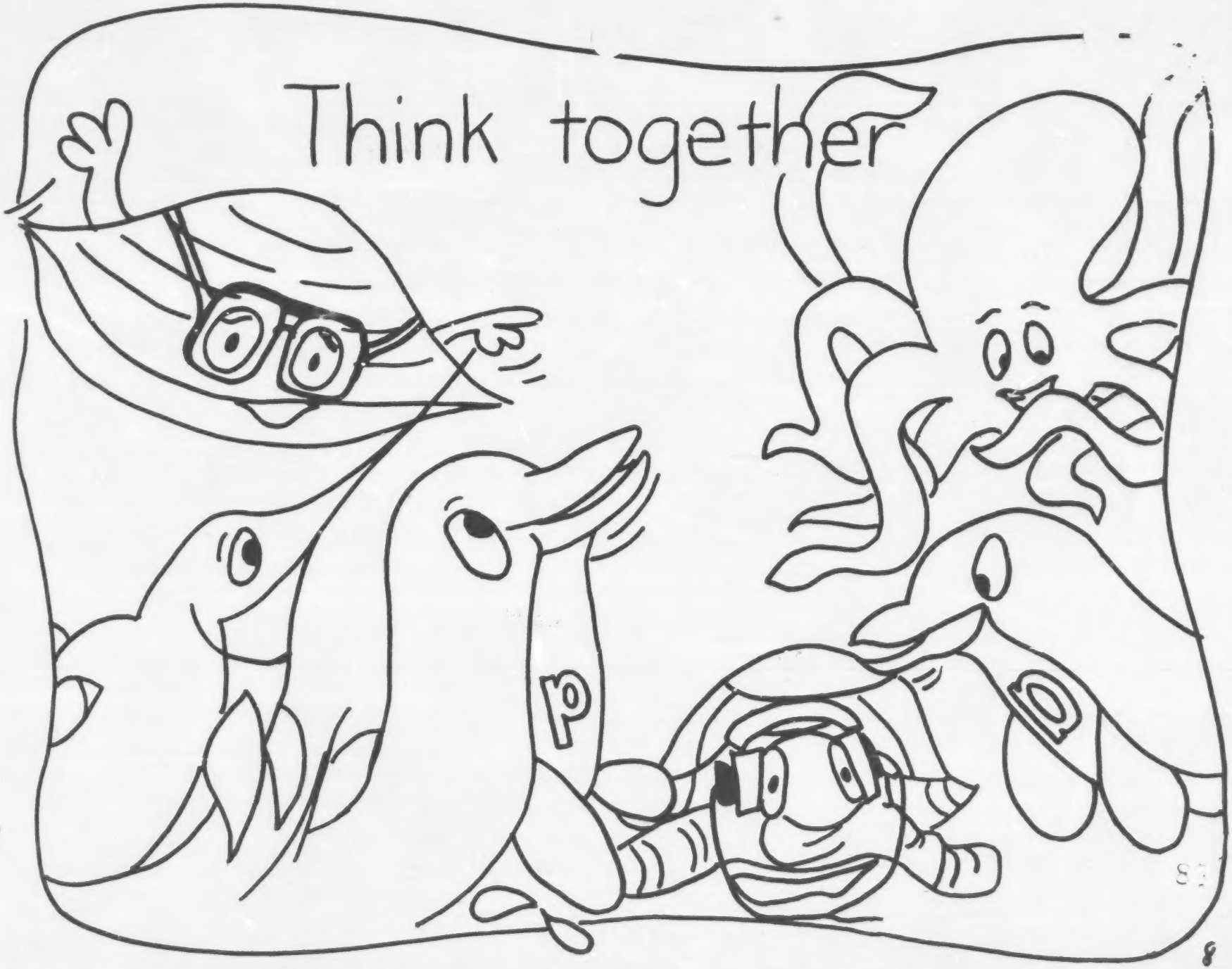
Soupy Turtle

6

Put people up



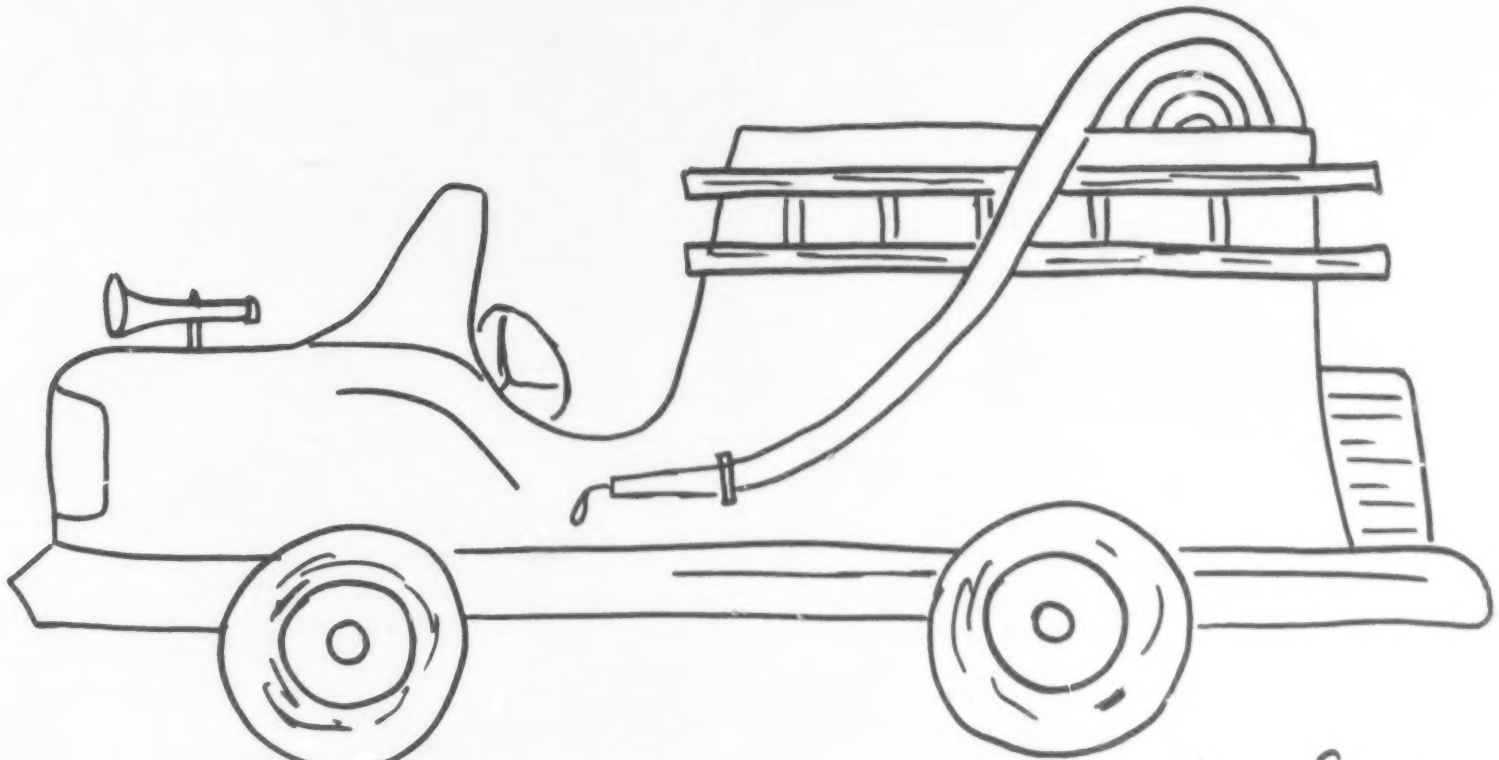
Parma Porpoise


Think together
p
p

I am the only
me in the world.

I feel happy when _____.

All people are different.



Draw some different people working on the firetruck.

Sharing can be fun.

I like to share my _____.

Unit II

Think how others feel.

How do you help other children feel better?

Each of us
can help.

Do your part.

Do it yourself.

I can _____ by myself.

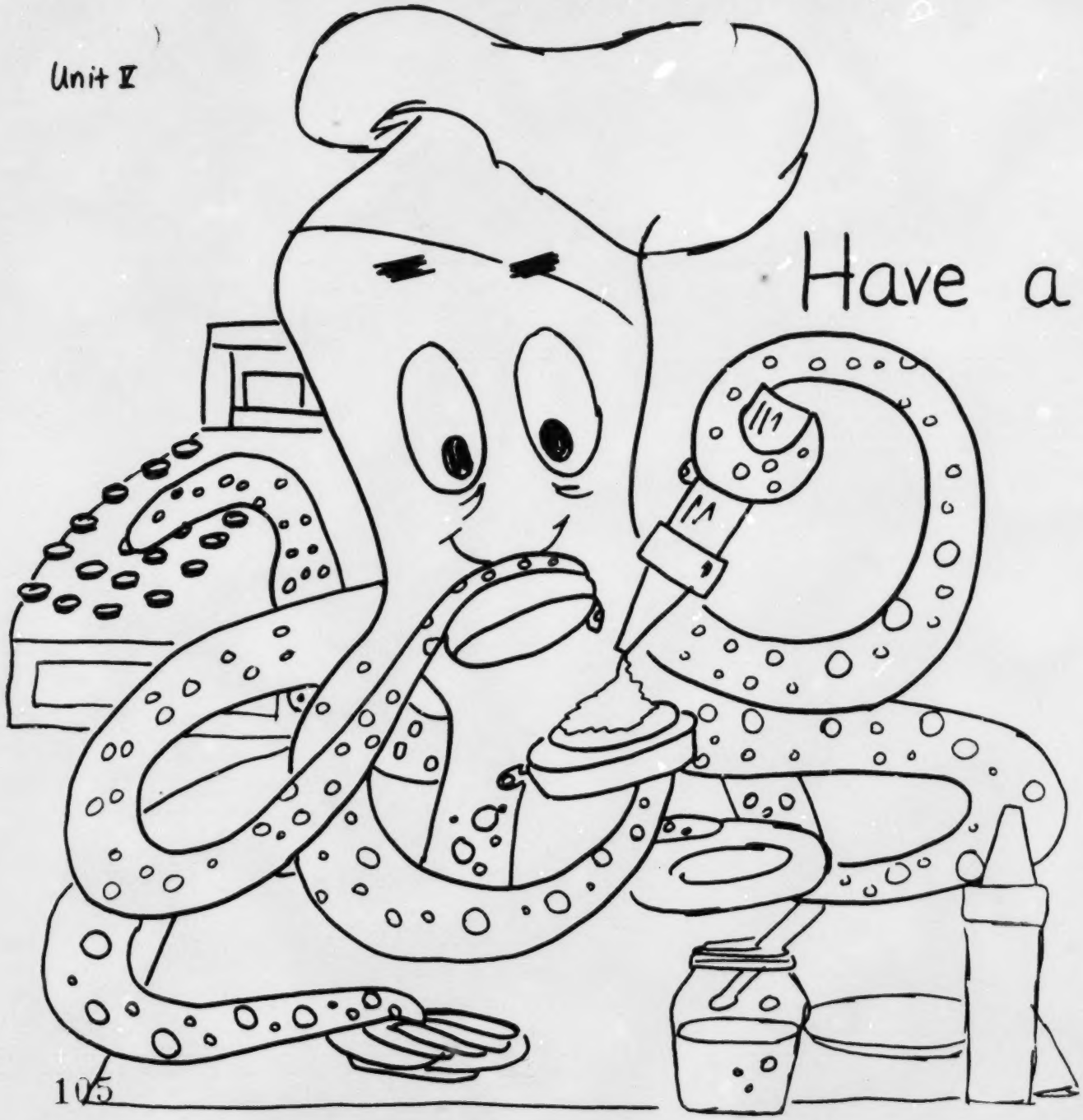
Do your best.

Do only what you have to do.

103

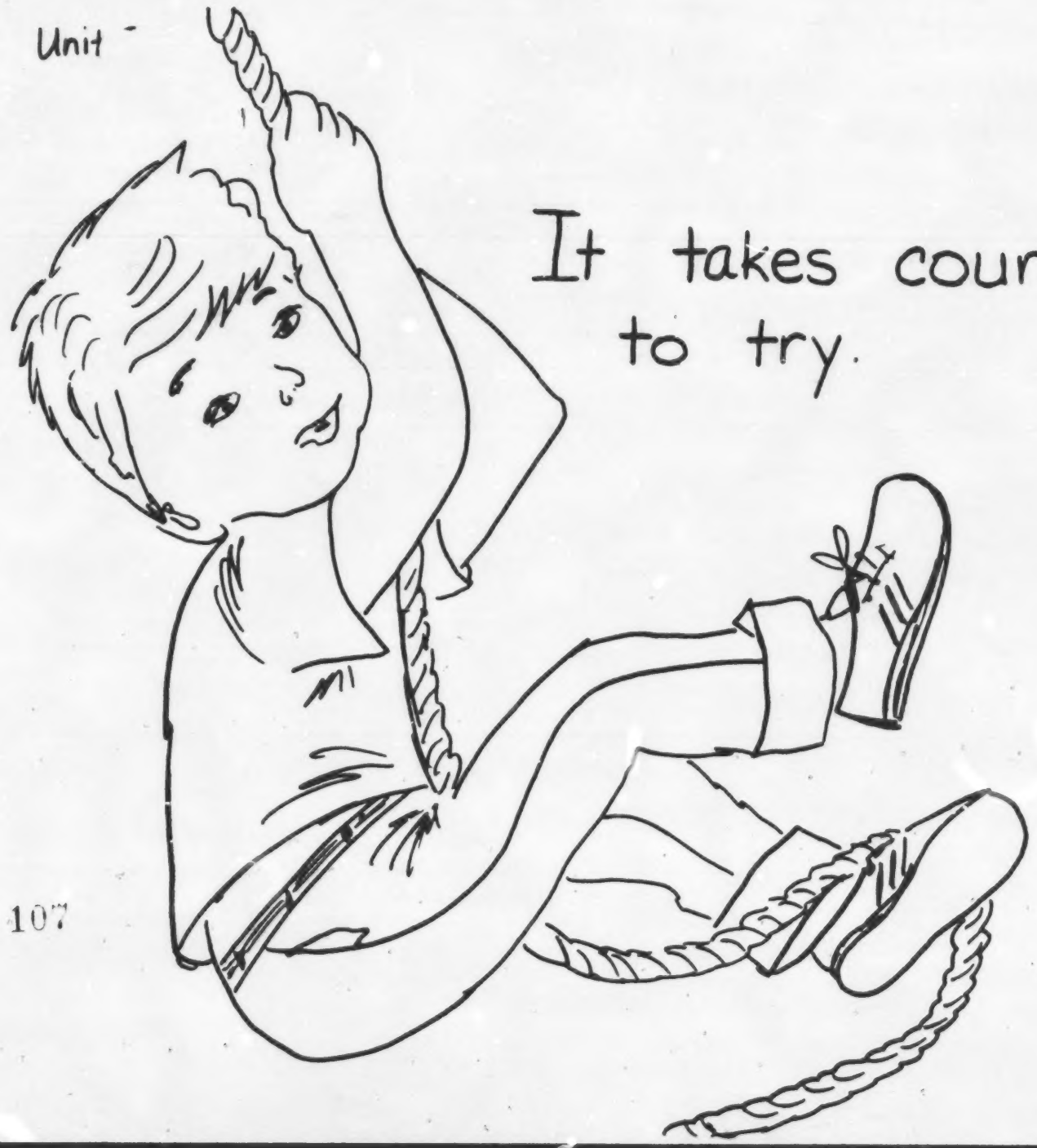
What would you do?

104



Have a plan.

Unit -



It takes courage
to try.

Unit -

109

110

19

Be yourself.

111

112

Draw yourself doing something you do well.

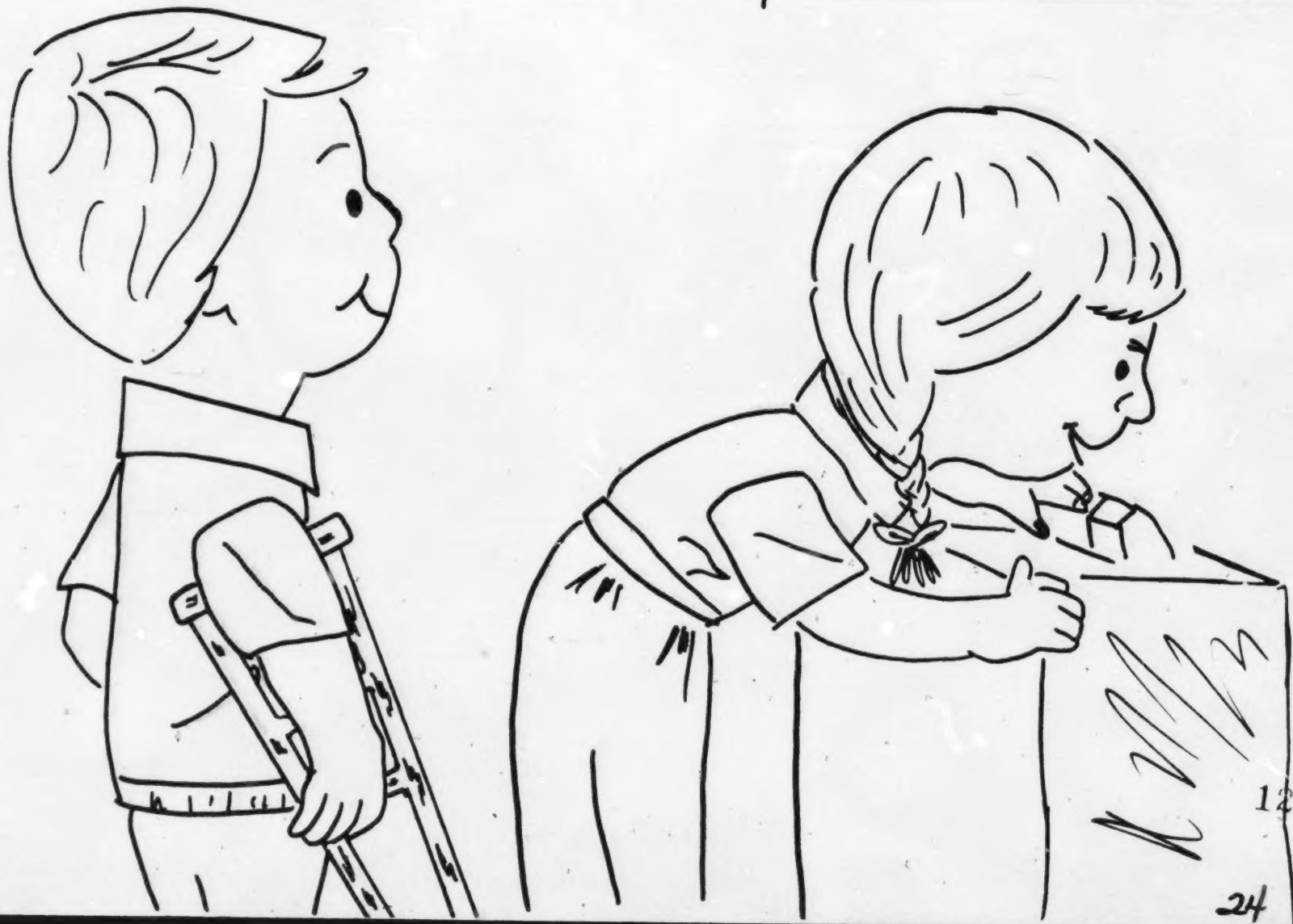
Be patient.

What am I patient about?

Be responsible.

The group is not always right.

Each of us is important.



Hey, Duso
Hey, Duso, come on out,
Hey, Parma, come on out!
We like to listen and talk with you,
We like your songs and stories, too.
Hey, my friends, come on out.
So Long, Duso
So long, Duso, see you again,
So long, Parma, see you again.
It's good to know that you are there
to talk with children everywhere.
So long, my friends, see you again.